

MAYFIELD STATE SCHOOL OSHC

Policies and Procedures

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(Refer to Policy Review Schedule as per 10.19.1)

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POLICY GROUP ONE:

Service Philosophy and Goals

1.1 Philosophy Statement

At Mayfield State School Outside School Hours Care we believe that each child is a unique individual with their own thoughts, ideas, abilities and traditions. We provide an environment that is safe and a stimulating curriculum that challenges children through creativity, self-choice and learning through play. We aim to foster equal opportunity for learning and education for all children, regardless of race, religion, culture or physical ability.

As educators we must tap into the ways that children express themselves and engage children in their learning. At Mayfield OSHC our educators encourage children to use critical thinking and problem-solving skills in their daily experiences by allowing their imagination and self-expression to flourish.

Mayfield OSHC advocates for open communication with parents for they ultimately play the most vital role in their children's social, emotional, spiritual, physical and intellectual development. Our intention is to build respectful and collaborative relationships with the school and wider community, strengthening the capacity of the service to support children and promote each child's health and well-being.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- National Quality Standards;
- 'My Time, Our Place' Framework for School Age Care;
- United Nations Convention on the Rights of the Child.

The Service's statement of philosophy provides the foundation for all activities, policies and procedures of the Service. Wherever there is uncertainty about policy or procedures, the Service will reflect on the principles captured in their philosophy statement to help resolve the issue. The written policies and procedures of the Service have been developed, and will be monitored and reviewed with these values and principles in mind.

Mayfield State School OSHC believes that each child has the right to be an active member of the community in which they live, to express their opinions and to have their views considered in decisions that affect them.

We believe the best interests of the children and their right to play, learn and develop in a safe and nurturing environment, is the primary consideration in all decision making at the Service and is visible in the actions, interactions and daily work with the children.

We believe that children are active learners from birth and through rich, engaging environments and meaningful interactions, we can build a foundation for successful lifelong learning.

We acknowledge that parents and families are the child's primary educators and that respectful, collaborative relationships strengthen the capacity and efforts of families and OSHC Services to support and promote each child's health and wellbeing.

We acknowledge the important role that schools' play in children's education, learning and development and seek to develop complementary and supportive relationships based on collaborative partnerships.

We acknowledge through all aspects of Service delivery, the intrinsic worth and strengths of all children and their families, and their right to equitable access and participation in the community.

The Service believes that children have the right to have their individual and cultural identity recognised and respected. We value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. We seek to embed Aboriginal and Torres Strait Islander perspectives in our day to day practice with children and families through our commitment to reconciliation.

We value ongoing learning and reflective practice as a way to inform and enrich the decisions made that continuously promote positive wellbeing, learning and developmental outcomes for children.

Date of Development/review	Date Last Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

1.2 Goals

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- National Quality Standards;
- 'My Time, Our Place' Framework for School Age Care.

Procedures

Mayfield State School Outside School Hours Care has a number of goals on which our Service is based. These goals are based on the outcomes for children as outlined in the 'My Time, Our Place' Framework for School Age Care. Our goals are to encourage children to:

Have a strong sense of identity – the Service aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.

Be connected with and contribute to their world – the Service demonstrates awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.

Have a strong sense of wellbeing – the Service aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.

Be confident and involved learners – the Service aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.

Be effective communicators – the Service aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modeling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

Date of Development/review	Date Ratified	Date to be Reviewed
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POLICY GROUP TWO: Children

2.1 Respect for Children

The Service recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by Educators and other staff members at all times as unique and valued individuals and with respect and dignity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1; 2.1; 2.3; 4.2; 4.3; 5; 7; 7.1; 7.2; 7.3.

Procedures

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- program and activities (see Policy 3.1 – Educational Program Planning);
- behaviour expectations of the Service (see Policy 2.6 – Behaviour Support and Management);
- the physical aesthetic environment of the Service (NQS Area 3 – Physical Environment).

Educators will: -

- foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- promote children's sense of belonging, connectedness, and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- treat all children equitably and respond positively to all children who require their attention; and
- communicate with children respectfully, taking the time to listen and value what they say.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.2 Providing a Child Safe Environment

Policy Statement

Statement of Commitment to the Safety and Protection of Children

The service has a firm commitment to the safety and wellbeing of all children in our care. We recognise the paramount importance of an environment where children can grow, learn, and thrive free from harm. As professionals responsible for safeguarding children, we demonstrate leadership and a culture of safety and protection. This is reflected throughout the service from our philosophy to our day-to-day tasks.

The purpose of this policy is to outline our comprehensive commitment to children's safety and protection, and demonstrate the robust systems established to coordinate these mechanisms. The design of our processes ensures the Approved Provider, Nominated Supervisor, educators and others are aligned in their actions and values to promote the safety and wellbeing of children and young people and uphold the protection of children from harm. The design of this and adjacent policies are informed by the [National Principles for Child Safe Organisations](#) and our Child and Youth Risk Management Strategy.

The Approved Provider demonstrates leadership to ensure the promotion of safety and wellbeing of children through establishing effective practices. These being with ensuring the physical environment of the service addresses relevant hazards via sound and effective risk assessment. As set out in this policy the service expects the practices carried out to support children's education and care maintains safety, dignity and rights of each child.

The policy establishes a framework for guidance, instruction and decision-making of educators. As a result, there is a strong expectation for compliance with this policy. The service will treat any concerns around the performance of safety very seriously.

The service's commitment to promoting safety, wellbeing and protection of children includes its service ethical and legal duty to care for children associated with the service whilst not in the care of their parents, notifying Child Safety of any reasonable suspicions of significant harm.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
 - s.170 Offence relating to unauthorised persons on education and care service premises
 - s.171 Offence relating to direction to exclude inappropriate persons from education and care service premises
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
 - s.174 Offence to fail to notify certain information to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.82 Tobacco, drug and alcohol-free environment
 - R.83 Staff members educators not to be affected by alcohol or drugs
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.88 Infectious diseases
 - R.89 First aid kits
 - R.90 Medical conditions policy
 - R.91 Medical conditions policy to be provided to parents
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 - R.98 Telephone or other communication equipment
 - R.99 Children leaving the education and care service premises
 - R.103 Premises, furniture, and equipment to be safe, clean and in good repair
 - R.115 Premises designed to facilitate supervision
 - R.122 Educators must be working directly with children to be included in ratios
 - R.123 Educator to child ratios – centre-based services
 - R.136 First aid qualifications
 - R.168 Education and care services must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership.

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Child Protection Act 1999 (Qld)
- Department of Education - [Child Care Provider Handbook](#)
- Council of Australian Governments - [National Principles for Child Safe Organisations](#)
- [United Nations Convention on the Rights of the Child](#)
- ACECQA - [Factors to consider when planning for adequate supervision](#)

- [ACECQA – Active Supervision: Ensuring safety and promoting learning](#)
- Department of Children, Youth Justice and Multicultural Affairs - [Information sheet 1 – Mandatory reporting by early childhood education and care professionals](#)
- [ACECQA - Providing A Child Safe Environment Policy Guidelines](#)

Related policies and procedures

[Example 1.1 Excursions](#)

[Example 1.2 Sleep and Rest](#)

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.2 Water Safety](#)

[Example 2.3 Sun Safety](#)

[Example 2.4 First Aid Administration](#)

[Example 2.5 Infectious Diseases](#)

[Example 2.6 Medical Conditions in Children](#)

[Example 2.7 Emergencies and Evacuations](#)

[Example 2.8 Safe Arrivals and Departures of Children](#)

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 2.10 Nutrition, Dietary Requirements, and Food Safety](#)

[Example 2.11 Transportation Other than Excursions](#)

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 2.13 Safe Online Environments for Children](#)

[Example 3.1 Work Health and Safety](#)

[Example 4.1 Code of Conduct](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 6.2 Acceptance and Refusal of Authorisations](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

[Example 7.5 Determining the Responsible Person](#)

[Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#)

Key Tasks and Responsibilities

Physical Environment	The Approved Provider is to establish effective risk management and controls to ensure management systems create a suitable child safe environment. The Nominated Supervisor will have responsibility for monitoring the effectiveness of these systems and practices.
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<p>Child Safe Practices</p>	<p>The Approved Provider will ensure relevant frameworks (policy, instruction, training) ensures educators understand and follow their relevant duties and expectations. The Nominated Supervisor will be responsible for modelling practices and supervising their consistent implementation. Educators will follow the practices and expectations for ensuring the safety and wellbeing of children.</p>
<p>Children in Need of Protection</p>	<p>The Approved Provider will ensure educators have policy and instruction to understand the child protections concerns and the actions required as mandatory reporters to notify Child Safety. The Nominated Supervisor will be the service's key contact for liaising child protection concerns.</p>

Procedures

The Approved Provider, Nominated Supervisor and educators will demonstrate their commitment to providing an environment that is safe and promotes the wellbeing of all children at all times through converging procedures and systems of work. These incorporate a variety of polices set out below.

A Safe Physical Environment

Risk Assessment Methodology

The service's foundation for a safe and healthy physical environment is informed by best practice and standards set out in our policy [Example 3.1 Work Health and Safety](#), which establishes —

- A risk assessment methodology to systematically identify and control for harm and hazards likely to cause injury.
- The routines and practices to monitor the physical environment to ensure it meets documented standards and expectations, such as safe, clean and good repair, to ensure safety.

External Environments

Complementary risk assessment practices are adopted in situations where the service operates outside the premises. These procedures are set out in [Example 1.1 Excursions](#), and where relevant, [Example 2.2 Water Safety](#) policies and address--:

- The relevant risks in any public environment accessed by the service,
- Parent's access to information for informed consent for their children's participation.

Reducing Exposure to Hazards

Procedures to address specific hazards are set out in the following policies—

- For emergency situations, the planning and rehearsal for steps to rapidly assemble in a safe location is set out in [Example 2.7 Emergencies and Evacuations](#).

- To ensure children have access to facilities to treat any injuries is addressed in procedures set out in [Example 2.9 Incidents, Illness, Injury, and Trauma](#) and [Example 2.4 First Aid Administration](#).
- For illness, disease and infection risks are primarily set out in [Example 2.5 Infectious Diseases](#), which establishes protocols for limiting exposure as a primary intervention, complemented by health and hygiene practices.
- Setting up an environment to reduce exposure to UV hazards is set out in [Example 2.3 Sun Safety](#).
- Ensuring there is a safe and suitable eating environment; steps to address associated hazards are set out in [Example 2.10 Nutrition, Dietary Requirements, and Food Safety](#).

Practices to Promote Children's Safety and Wellbeing

The practices of the service are the operationalised reflection of our service's commitment to a culture of child safety and wellbeing. These practices include—

Employment and Induction¹

A careful and considered approach is taken to attract and select appropriate people to interact and care for the children of our service. This includes-

1. Interview protocols that assess the candidate's merit for the position, including evidence they have the suitable knowledge and ability to meet the service's requirements.
2. Judgements and decision-making for selection and recruitment are transparent, free from bias and undue influence, as set out in the service's Code of Conduct.
3. All employees must comply with blue card requirements, including holding a positive notice, that is linked to the service, prior to commencement.

Once offered employment, staff members are thoroughly inducted to ensure they have a sound understanding of the key requirements to appropriately work with children and discharge their responsibilities. The induction material and processes are designed to demonstrate the staff member's understanding and ability as being suitable and appropriate to provide education and care.

Staffing Arrangements

A roster and coordination of duties is coordinated to ensure the regulatory requirements for ratios, qualifications, leadership and supervision are met. Educators are not left alone at the service, with a requirement of at least two staff members² being present at all times the service operates.

Leadership and Management forms a key element of the staffing arrangement mix. People with management and control of the service are fit and proper for the role, as set out in [Example 7.1 Governance and](#)

[Management](#). Likewise, where the Nominated Supervisor is not present at the service, a suitable Responsible Person is appointed. The assessment of the suitability of the Responsible Person is set out in [Example 7.5 Determining the Responsible Person](#).

Supervision and Duty of Care

Effective supervision practices play a pivotal role in ensuring children are safe, observed, and engaged, thus preventing incidents, injuries, and potential harm. Effective supervision is ensured by—

- Coordinating staffing arrangements to maximise resources, including the consideration of educator skill, knowledge and capacity³.
- Provide clear instructions to ensure educators are vigilantly monitoring children's activities, interactions, and environments, and are responding promptly to any potential risks or concerns.
- Protocols are established and monitored around supporting children where privacy and dignity are important considerations (i.e. toileting) and facilities support appropriate boundaries (staffing toilets)⁴.
- Consider the relevant risks and hazards associated with activities, including the needs of children who are or may participate.
- The risk assessment and procedures to manage their travel, arrival and collection as set out in [Example 2.8 Safe Arrivals and Departures of Children](#).
- Educators are aware of children's individual medical and health needs. Planned and informed practices for their care are set out in [Example 2.6 Medication Conditions in Children](#).
- A planned and coordinated approach for the response to incident and injuries is set out in [Example 2.9 Incidents, Illness, Injury, and Trauma](#).

Professionalism and Conduct

The service has firm procedures to ensure interactions and relationships with children are supportive, including the practices to support behaviour via positive guidance. Children are to be cared for in an environment that demonstrates respect, upholds dignity and promotes a child's self-regard, as set out in [Example 5.1 Interactions and Relationships with Children](#). These practices also consider the role of psychological and cultural safety to reflect our values of wellbeing and inclusion.

³ There are various ways to plan and set out systems for work to coordinate supervision practices. Often services will have specific policies. This suite of policy examples do not detail specific supervision practices. It is advisable to extend on the example to point to where educators can find supervision plans/instructions.

⁴ Services may have standalone policies around toileting practices. It is possible to set these out within this policy or another relevant instruction.

All persons positioned to interact and build relationship with children have clear guidelines for their behaviour ([Example 4.1 Code of Conduct](#)), with all staff supervised to ensure their actions are consistent with the service's Code of Conduct.

Collaboration and Transparency

Parents remain well informed of potential hazards and relevant risk management plans. With informed consent required for participation in the service as set out in [6.2 Acceptance and Refusal of Authorisation](#).

The service also has established requirements and expectations for children and young people's participation and attendance at the service. Should any child compromise the safety and wellbeing of others, formal mechanisms allow for review of additional support and/or enrolment as set out in [Example 6.1 Enrolment and Orientation](#).

Likewise, formal mechanisms are established to encourage children and families to speak up about any concerns or discomforts they may have through the [Example 6.3 Feedback and Complaints](#) and [Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#) policies, which ensure families are not exposed to retribution or victimisation as a result of having concerns raised.

Identifying Children in Need of Protection

Providing suitable training and instruction for staff on their duty as Mandatory Reporters to identify and respond to allegations or suspicion of harm and abuse (see [Example 2.12 Child Protection and Mandatory Reporting](#)).

Online Environments

To ensure children at the service are provided with a safe environment at all times, including online environments, the service has set out relevant procedures in [Example 2.13 Safe Online Environments for Children](#).

2.3 Educator to Child Ratios

Staff/child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011.

In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;

- Duty of Care;
- NQS Area: 1.1; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 5.1; 6.1; 6.3; 7.1; 7.2; 7.3.

Procedures

In setting Educator ratios, Management will be guided by the Education and Care National Regulations 2011 and the transitional provisions for Queensland, which set out the following:

- a maximum of 15 school age children to 1 Educator;
- Educators must be working directly with children to be included in the ratios;
- at least one Educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Service.
- children who may require additional support, assistance or attention are considered. This may include extra educators in accordance with funding and support arrangements for that child.
- for excursions, Educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios, the following aspects of the excursion will be taken into account:
 - the proposed route and destination for the excursion;
 - any water hazards and/or risks associated with water-based activities; and
 - the transport to and from the proposed destination for the excursion; and
 - the number of adults and children involved in the excursion; and
 - given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life saving skills); and
 - the proposed activities and duration of the excursion.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.4 Safe Arrivals and Departures of Children

Policy Statement

We recognise the critical nature of transition times – especially the routines around arrivals and departures of children - as a key aspect of safety and protection. We are committed to implementing comprehensive practices that ensure every child's safety, security, and wellbeing is maintained by the service. The purpose of this policy is to set out the specific practice to ensure children's travel is safe, organised, and coordinated, especially when transitioning moving between classrooms (school) and OSHC.

This policy serves as a framework for staff, parents, and authorised nominees to foster collaboration and clear communication. It encompasses the procedures for—

- Communicating children's anticipated attendance,

- Accurately recording children's attendance (signing in and out),
- Verifying the identity of persons collecting children,
- Managing individual arrivals and departures (extra-curricular activities etc), and
- Managing incidents or emergencies relating to children's movements or whereabouts.

Our procedures and practices to ensure the safe arrival and departures of children are meticulously developed via a risk-assessment approach to establish clear guidelines, responsibilities, and protocols to manage transition periods effectively, minimising the risk of any child—

- being unaccounted for,
- left unsupervised, or
- collected by an unauthorised person.

The service is structured to meet the needs of families, allowing for children to arrive or be collected from OSHC anytime within the relevant sessions of care for which they are booked—

HOURS OF OPERATION

Before School Care: 6.45am – 9am

After School Care: 3pm – 6pm

Vacation Care: 6.45am – 6pm

Pupil Free Days: 6.45am – 6pm

Due to the nature of the transition between settings (from a school environment), of particular importance, is children's movement between classrooms and an After School Care (ASC) session. The service has designed procedures to minimise barriers for communication, so parents can efficiently communicate absence. Understanding which children are expected to attend prior to an ASC session maximises the resources of the service to provide education and care.

Incident Management

Where unexpected events or incidents occur, the service will have plans and procedures in place to respond in a timely and collaborative manner, upholding the paramount principle of the safety of children.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.99 Children leaving the education and care service premises
 - R.158 Children's attendance record to be kept by approved provider

- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Queensland Criminal Code 1899
- Department of Education - [Child Care Provider Handbook](#)

Related Policies and Procedures

- [Example 2.1 Providing a Child Safe Environment](#)
- 2.23 Interactions and Relationships with Children
- 9.2 Enrolment
- 9.11 Enrolment Management
- 10.24 Privacy
- 10.28 Record Keeping and Retention

Appendices and Forms

[Risk Assessment Template - Safe Arrival of Children](#)

Key Tasks and Responsibilities

Risk Assessment and Developing Procedures	The Approved Provider is responsible for ensuring a risk assessment has been carried out to ensure the safe travel of children to and from the service (to school). The Nominated Supervisor is responsible for supervising the effectiveness of the risk assessment and corresponding procedures.
Supervising Arrivals and Departures	The Nominated Supervisor or Responsible Person will lead the procedure for ensuring all children have presented or departed as planned and will phone parents to confirm absences or initiate emergency procedures.
Signing Children in	Educators asked to support the arrival procedures will greet children as they enter the service (or collect them from classrooms), marking their arrival.

Procedures

Notifying Absences

Before School Care and Vacation Care

Children who do not present for BSC and VC are presumed absent for the session, as they will be travelling to the service from a home setting rather than school (or other service) and the parent is responsible for the child's arrival.

After School Care - Confirming Absences

Parents or authorised nominees only are required to notify the service of any ASC absences prior to the start of the session. The steps to be taken are—

1. Where a child is not attending an ASC session for any reason (or will be late), the parent (or other authorised nominee) is to notify the service via the app (associated with our child care software) **phone, in person** or email.
2. Confirmation of the notification will be returned via the same means.

To remove any doubt, a notification of a child's absence from school does not translate to OSHC being notified. Due to the administrative burden and to promote parents to notify the service of absences, parents may be charged a non-notification fee where confirmation is sought by the service (see Fees and Statements).

Should a child not present as expected, the service will follow the procedures set out below to confirm a child's whereabouts. Parents (or other authorised nominee) will be contacted to confirm the absence. Where, whereabouts cannot be established, police will be notified.

Children's Arrivals

As from when the child has been duly signed in by the authorised person, the Service takes responsibility for the child until the child is duly signed out by the authorised person collecting her/him.

Before School Care

All children are to be signed in by parent or relevant person and signed out by an Educator.

1. All children not signed in at the end of the session will be marked as absent.

Collection and Sign-in - After School Care⁵

1. An assigned educator will collect the Prep children from their respective classrooms at 3:00pm each day.
2. Prep children will be collected from their classrooms and walked in their respective groups to the OSHC building where they will be signed in by an educator
3. The Year 1 – 6 students are signed in through lining up and being greeted by educator/s on tablets to sign them in individually.
4. Children will put away their bags in the allocated area and transition to afternoon tea or a play area.

Vacation Care/Pupil Free Days

1. All children are to be signed in and out by parent or relevant person.
2. All children not signed in at the end of the session will be marked as absent.

Confirming Whereabouts

1. At approx. 3.15pm it is expected all children have arrived at OSHC.
 2. A delegated person is then responsible for confirming the whereabouts of children that have not arrived. Children who would be expected to be attending (they are on the roll) will have their whereabouts confirmed by calling parents and/or emergency contacts.
 3. Where a child's location cannot be confirmed, the following actions will be taken to locate the child and expected attendance by—
-

- a. checking immediate proximity,
 - b. communicating with the school office, and
 - c. phoning all parents/emergency contacts.
4. Where a child cannot be located after reasonable effort to identify their whereabouts and where parents/emergency contact cannot be contacted the Police will be notified.
 5. If children arrives at OSHC unsure of whether they are being picked up or if they are meant to attend the Service (and are not booked in) we will sign them in, call the parent/guardian, and it will be classified as an attendance charged at a casual fee if the child is not picked up within 10 minutes of arriving at the Service.

Children's Departures

Requirements for children leaving the service (Regulation 99)

The child may only leave the relevant premises if the child:

- is given into the care of—
 - a parent of the child*.
 - an authorised nominee named in the child's enrolment record.
 - a person authorised by a parent or authorised nominee named in the child's enrolment record may give permission in writing such as email (as the first preference) or by phone, for an alternative person to collect the child. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.
 - to collect the child from the premises.
- leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record.
- is taken on an (approved) excursion, as outlined by policy
- is given into the care of a person or taken outside the premises—
 - because the child requires medical, hospital or ambulance care or treatment.
 - because of another emergency.

*Please note: a parent does not include a parent who is **prohibited by a court order** from having contact with the child.

Before School Care

1. Children who participate in sport or music programs within the school and where a parent has signed a permission for early release (recorded in the enrolment form/file), may be signed out early as the written parent permission indicates.
2. The responsible person will sign children out
3. All Prep students will be transitioned to their relevant classroom by an educator at 8:40am.

After School Care and Vacation Care

1. The service will have a representative positioned in close proximity to the sign-in/out area to supervise children's collection and will radio other educators to help families collecting children.
2. All parents or persons authorised to collect a child must sign children out via the equipment located in front of the OSHC office. All visitors and authorised nominees are requested to report directly to the OSHC office when collecting children.
3. All persons signing a child out must be registered with signed authority to collect the child (except in an emergency):
 - a. parent (unless parent is prohibited by a court order),
 - b. authorised nominee (as recorded on enrolment form), or

- c. where the parent or authorised nominee has provided written authorisation by email (as the first preference) or by phone, for an alternative person to collect the child and the departure is in accordance with the parent authorisation.
4. Where the service is not familiar with the person collecting the child, the responsible person supervising collection will request the person to evidence their identity (i.e. drivers licence). This information will be checked against enrolment records or other relevant authorisations.
5. A child will only be permitted to be collected where the authority permits. Where authorisation cannot be established, parents will be called immediately.
6. Written authority (e.g. an email (as the first preference) or by phone) is required for authorisation to collect a child unless the circumstance is an emergency.

No child will be permitted to leave the Service to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent or guardian of the child. (Extra-Curricular Form Appendix 1)

Departures due to Emergency (Regulation 99(4)(d))

A child may leave the premises where they have been given into care of a person because:

- the child requires medical, hospital or ambulance care or treatment, or
- another emergency

Where the departure relates to an emergency a record of the departure will be recorded in an incident report (or other relevant evidence) attached to the child's enrolment form (by the Responsible Person) documenting the details of the emergency.

Late Collection

A late fee charged will be added to the account in circumstances where a child is collected late (see Fees and Statements policy).

Parents are to advise the service, preferably via phone, where unforeseen events have occurred and anticipate they will be unable to collect a child until after closing time.

Where a child has not been collected by 6:00pm, the Responsible Person will contact parents. If parents are not contactable, the Responsible Person will follow any authorisation for contacting other authorised nominee or emergency contacts.

In the event a child has not being collected within 30 minutes after closing time **and** there is no response from a parent, authorised nominee or emergency contact, advice will be sought from the police and an incident report completed (see Policy 4.5 Incident, Illness and Injury or Trauma).

Late collection may occur twice in a term before a verbal warning to the account holder about possible suspension and then the account may be suspended at the Coordinator's discretion, until such a time that the account holder can ensure no more late collections occur except in an emergency.

Incidents Surrounding Children's Whereabouts or Departures

Child Leaving without Permission

1. If a child leaves the service without permission or authority, the educator will notify the Nominated Supervisor or Responsible Person immediately to assess the situation and consider the appropriate response.
2. Educators will not leave the service to follow a child if:
 - a. It will or may leave the other children in the service with insufficient supervision.
 - b. It may increase the risks and hazards by escalating the circumstance.

- c. It will or may expose the staff member to an unacceptable risk of personal harm.
- 3. Where both possible and practical, educators will continue to supervise the child and encourage their return.
- 4. Should a child be unresponsive to prompts or the situation is dangerous, either the police or parents will be called (or both).
- 5. Should there be concerns, the child may continue to leave without permission, a parent will be called to collect the child.
- 6. In circumstances where the child has been collected, the enrolment will be suspended until appropriate planning has occurred and the service is satisfied with their capacity to safely care for the child.
- 7. The incident will be documented and notified as per, Policy 4.5 Incident, Illness and Injury or Trauma

Child Leaving without Permission

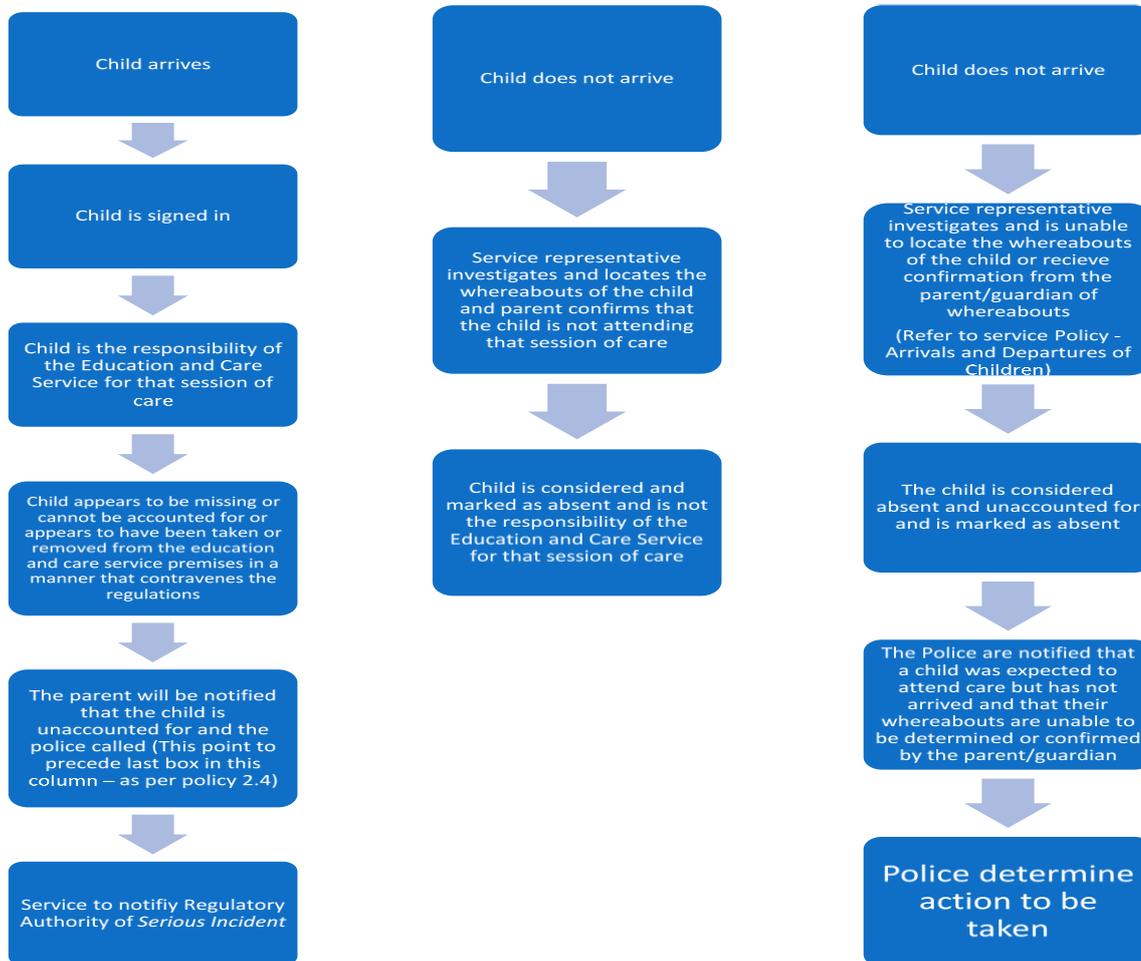
- 1. If a child leaves the service in a manner that is inconsistent with the authority provided (including being collected by an unauthorised person), any staff becoming aware will immediately report the circumstance to the Nominated Supervisor or Responsible Person.
- 2. The Nominated Supervisor or Responsible Person will assess the situation and will call—
 - a. The police (000) - should there be a concern of immediate danger, and/or
 - b. A parent.
- 3. Where both possible and practical, relevant details such as descriptions of the person collecting the child and/or their vehicle will be noted.
- 4. The incident will be documented and notified as per, Policy 4.5 Incident, Illness and Injury or Trauma.

Children Unaccounted for During the Program

- 1. In the event that a child is unaccounted for, the Nominated Supervisor or Responsible Person will be notified immediately by the educator as soon as the disappearance is discovered/identified.
- 2. Educators will communicate via walkie-talkies to confirm location or sighting.
- 3. Should the child continue to be unaccounted for, children will be assembled for a roll call which may include implementing a lockdown procedure.
- 4. The Nominated Supervisor will delegate a suitable educator to undertake a rapid and comprehensive search of the service's premises to locate the child.
- 5. In the event that the child is still not located, and there is an immediate concern for the child's safety, the police (000) will be called. Alternatively, the child's parent will be contacted.
- 5. The incident will be documented and notified as per, Policy 4.5 Incident, Illness and Injury or Trauma.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/23
6/3/24	20/5/24	30/4/26

2.4.1 After School Care Arrival and Accountability Procedure



Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.5 Child Protection and Mandatory Reporting

Policy Statement

In addition to the service providing all children with a safe and suitable environment, it has an obligation to report reasonable suspicion of significant harm or at risk of significant harm. The service recognises that the service's educators and staff are uniquely positioned to identify concerns about a child's safety and wellbeing in settings beyond OSHC.

The Child Protection Act 1999 (section 13E) outlines education and care professionals and mandatory reporters. In the event that an educator (or the Approved Provider) forms a reasonable suspicion that a child has been harmed, is being harmed or is at risk of being harmed and may not have a parent willing and able to protect, they are required to respond to ensure that this information (a reasonable suspicion) is appropriately managed and is reported to Child Safety.

As Queensland has a relevant child protection law that requires educators to report reasonable suspicions, the Approved Provider has a duty to advise educators of the Child Protection Act and their obligations for mandatory reporting (Regulation 84). The service's procedures ensure this information is covered through induction and complemented by additional periodic training.

While the primary purpose of this policy is to address the requirements of mandatory reporting and support educator's judgements in assessing observations and insights, the policy also sets out the role of reporting relevant harmful incidents that may have come about within the service.

The service recognises that there are various types of abuse and harm a child may be exposed to including—

- **Physical abuse** – non accidental injury including beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication.
- **Emotional abuse** – hostile parenting, constant yelling, insults, swearing, criticism, bullying, scapegoating, exposure to domestic violence.
- **Neglect** – failure to provide basic needs including food, clothing, enough sleep, hygiene, medical care, and supervision.
- **Sexual abuse** – grooming, exploitation, penetration, sexual touching, sexual talk and exposing children to pornography.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Criminal Code Act 1899 (Qld)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Child Protection Training	The Approved Provider must ensure relevant materials and resources are available for the Nominated Supervisor to instruct educators of the awareness of child protection law and mandatory reporting duties.
Supervising Educator conduct	The Approved Provider and Nominated Supervisor play the primary role in supervising the behaviour of people in care of children are meeting the expectations set out in policy. Should concerns be raised, the Approved Provider is responsible to ensure appropriate management action is carried out. The Nominated Supervisor should communicate concerns to the Approved Provider to ensure they are aware,
Observing children's wellbeing and experiences	All educators are responsible for observing and looking for signs a child may be in need of protection. They are to report their concerns to the Nominated Supervisor (or other relevant leader) to ensure action is taken to assess reporting requirements or other supports.
Reporting harm	Any educator can report suspicions of harm, however, the typical process should be via the Nominated Supervisor to ensure incidents are documented and handled appropriately.

Procedures

Responding to Harm Occurring at OSHC

The service is committed to ensuring safeguarding the protection and wellbeing of children. All educators will be expected to follow the instruction and procedures to ensure children's safety and wellbeing. The service has zero tolerance for conduct that risks or otherwise harms children attending OSHC, with significant disciplinary action as a consequence of any substantiated incidents.

In circumstances where an OSHC employee or volunteer is alleged to have harmed a child (in any nature), the following will occur—

1. Where any educator/representative believes or is otherwise made aware of an educator (or service representative) possibly having harmed a child in any way, the person being aware or holding suspicion will immediately report to the Nominated Supervisor (or Responsible Person), who will immediately notify the Approved Provider
2. The educator accused or suspected to have harmed a child will be immediately relieved of their duty and be suspended with pay following a workplace investigation.

3. The parent and Regulatory Authority will be notified at the earliest convenience, following the procedures set out in [Example 7.3 Managing Notifications](#). Likewise, recording the incident as set out in [4.5 Incidents, Illness, Injury, and Trauma](#) will be carried out.
4. The workplace investigation will be carried out by a suitably experienced and qualified person, ensuring relevant lawful requirements are followed.
5. Subject to the information available, service leaders will consider any duties for additional reporting (e.g. police).
6. Where the allegation of harmful conduct is substantiated, significant disciplinary action – almost certainly termination - will occur.

Children In Need of Protection – Mandatory Reporting

Informed of Child Protection Law and Mandatory Reporting (Regulation 84)

1. The Nominated Supervisor is responsible for the management of induction tasks. The induction materials of the service provides instruction for each educator to understand the existence of the Child Protection and their responsibilities to notify any reasonable suspicion of harm.
2. The service complements initial guiding material with more robust training opportunities to better equip educators with relevant skills and knowledge to identify and respond to indicators of abuse and harm.
3. The Nominated Supervisor is to lead a supportive culture that ensures educators can seek out support and guidance from the service's leaders where questions, concerns or suspicions arise.
4. At all times educators will have access to the service's policies and procedures manual to refer their responsibilities or required actions.

Responding to Disclosures

Where a child discusses information relating to their experience of trauma and harm with an educator (a disclosure), educators are guided to respond using the following principles:

1. **Listen** – try to be in a suitable environment, be calm and patient, let the child use their own words and avoid quizzing. Don't be afraid of saying the 'wrong thing'. Listening supportively is more important than the words you use.
2. **Reassure** – address the concern about the child's safety and reassure the child it's okay that they have told you what's been happening. Reassure the child it is not their fault for any distress.
3. **Respect** – the child may only reveal some details. Acknowledge bravery and strength. Explain in order to keep them safe you'll have to tell someone and avoid making promises you can't keep.

Developing a Reasonable Suspicion

1. An educator or any relevant staff member may develop concerns about a child's wellbeing and safety from a variety of sources – observations, discussions, the child's presentation, behaviour, or interactions with the parents etc.
2. A reasonable suspicion might not develop from one single event but rather a series of indicators combining to result in a concern developing about a child's safety and wellbeing.
3. The key features for a suspicion to signal a child is in need of protection is —
 - a. a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm, and
 - b. may not have a parent able and willing to protect the child from the harm.
4. While the Child Protection Act emphasises physical and sexual abuse for mandatory reporting requirement, educators can also report a child is in need of protection caused by any form of abuse or neglect.
5. Regardless of a concern reaching the threshold of serious harm, educators (or any other staff) are to promptly advise the Nominated Supervisor (or Responsible Person) of any substantial concerns or circumstances relating to a child's safety or wellbeing.

Consultation and Decision-Making

1. Indications of significant harm are not always clear. All staff should be prepared to discuss their suspicions openly (with the appropriate people) to ensure a child is supported and reporting obligations are met.
2. Educators are free from liability and do not breach privacy when sharing confidential information, if they are acting honestly and if their actions in sharing information are consistent with protecting children from harm.
3. The Nominated Supervisor, in either being told of or themselves developing concerns relating to a child's safety or wellbeing are to advise the Approved Provider (e.g. the preferred contact being the P&C President, other members of the executive will be called when the P&C President is unavailable).
4. The Nominated Supervisor and Approved Provider will consult on a plan of action, which could include:
 - a. discussing concerns with parent/s
 - b. seeking further advice and support from:
 - i. Child Safety.
 - ii. Child Protection Guide [online tool]
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>.
 - iii. the school Principal/relevant other professional
 - c. directly report notification to Child Safety.

Documenting and Recording Information

1. The Nominated Supervisor is to ensure that the reports and documentation of a disclosure/suspicion are written and recorded by the staff/educator involved as soon as reasonably practical. The report should include:
 - a. any relevant background information
 - b. a factual description of the events/observation/incident
 - c. statements of the child (or others)
 - d. educator/service response to events
 - e. any parent involvement or discussion
 - f. any other matters considered relevant
2. These reports or other documentation will be stored by the Nominated Supervisor in a password-protected file on the service's computer (consistent with [Example 7.2 Privacy and Confidentiality of Records](#)).

Non-Reportable Concerns

3. Where advice has been received that the suspicion does not meet a threshold for reporting to Child Safety, the relevant person should follow and document any recommendations (e.g., talking to parents about access to support services)
4. However, the following matters should also be considered and if necessary actioned:
 - a. Does the circumstance meet the definition of a serious incident - notifiable to the Regulatory Authority? - see [Example 2.9 Incidents, Illness, Injury, and Trauma](#)
 - b. How are parents best notified and supported?
 - c. What action should be taken to support the child or safety care for children? – see [Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#)

Reporting Reasonable Suspicions

1. Where a report to Child Safety is necessary, the following communication methods can be used—
 - If the child is in immediate Danger – **QLD Police Service** – 000
 - During business hours – **Child Safety Regional Intake Service** – 1300 682 254
 - After Hours – **Child Safety After Hours** – 1800 177 135
 - Online Reporting Form via Child Protection Guide -
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>

2. While Mandatory Reporters are required to make a written report. If the initial notification is made via phone, the corresponding report can be guided by Child Safety's instructions.

Documentation and Records

1. Any record relating to suspicions of significant harm are to be kept separate from general incident reports, due to the highly sensitive nature. All records containing child protection concerns will be filed within the password protected location as set out in [Example 7.2 Privacy and Confidentiality of Records](#).
2. All persons involved in a case of suspected child abuse will be treated with sensitivity and respect, and all information to the case will remain confidential, unless sharing information is required.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26
19/3/24	20/5/24	30/4/26

2.5.1 Managing Concerns of Harmful Sexual Behaviours

Policy Statement

The service is committed to ensuring a child-safe environment that acts to ensure children attending OSHC are safeguarded from harm. In doing so, the service's policies draw upon the National Principles of Child Safe Organisations, recognising our role and obligation to addressing risks of harmful sexual behaviours.

The term 'harmful sexual behaviours' refers a range of behaviours that are outside the expected range of sexual behaviour for a child or young person's level of development. Harmful sexual behaviours include but are not limited to—

- acts that problematic to a child's own development (compulsive masturbation or inappropriate nudity),
- violations of privacy,
- exposure to sexual materials, or
- forced or coercive sexual acts (such as sexual assault).

These behaviours are very serious as they can cause significant harm to other children. They can also be indicator of a child or young person having been harmed themselves and may place the child displaying such behaviours at risk of sexual exploitation.

The purpose of this policy is to complement adjacent policy and recognise the unique response required for children displaying problematic or harmful sexual behaviours. The procedures contained set out—

- how the service increases the knowledge of educators and stakeholders to better identify behaviours, and
- clear steps to be taken in response to concerns around a child's behaviours.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- [National Principles for Child Safe Organisations](#)
- [Volume 10, Children with harmful sexual behaviours of the Royal Commission into Institutional Responses to Child Sexual Abuse](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

[Example 7.3 Managing Notifications](#)

Key Tasks and Responsibilities

Awareness and understanding	The Approved Provider will ensure the service has suitable resources and materials available to support the Nominated Supervisor to guide the understanding of harmful sexual behaviours. While primarily instruction is provided to educators, material will be made available to parents and other relevant stakeholders.
Responding to concerns	The Nominated Supervisor (or the Responsible Person in their absence) will take the lead in listening to and actioning a response to allegations of harmful sexual behaviours. The service's representatives will liaise with parents, and if needed, other professionals to ensure children are protected and are supported to access suitable assessments or interventions.

Procedures

Education and Prevention

Initial Instruction

Consistent with the procedures set out in [Example 2.12 Child Protection and Mandatory Reporting](#), all educators/staff will receive instruction around identifying child abuse, including child sexual abuse, upon commencement.

Further Training and Resources

Initial training and instruction is complemented by a range of additional learning materials to promote a robust understanding of harmful sexual behaviours, including—

- Online learning modules or webinars.
- Contemporary guidelines and information papers from reputable sources.

Due to the collective nature of additional training, these sessions and resources are typically made available at periodic points throughout the year in a planned approach to professional development. Where circumstances suggest further training or support is required, the service will prioritise the availability of these.

At a minimum, contact details for True (<https://www.true.org.au/>), as the organisation with the most relevant expertise to this context, will be maintained as an initial avenue for information and support. This is complemented by the service's leadership team collating any other relevant local community supports, primarily to parents, should interventions or therapeutic support be required.

Effective Supervision

The service's environment and embedded practices support educator's knowledge to address the risks of children being exposed to harmful sexual behaviours. The service continues to critically reflect on opportunities to increase the integrity of supervision to ensure children are cared for in a safe and supportive environment.

Responding to Concerns of Harmful Sexual Behaviours

While every effort is taken to reduce the likelihood of a child being exposed to harmful sexual behaviours, the service remains open to the possibility that it may occur and treats any concerns very seriously.

Identified by the Service

1. Where an educator becomes aware of an instance of harmful sexual behaviour possible occurring at the service, they will follow the steps set out in [Example 2.9 Incidents, Illness, Injury, and Trauma](#) to—
 - a. redirect any children,
 - b. offer support as needed, and
 - c. document the events.
2. Relevant parents will be notified of the incident at the earliest convenience (but within 24 hours). Likewise, depending on the seriousness, notification to the Regulatory Authority may also be submitted.
3. In holding concerns of harmful sexual behaviour, the Nominated Supervisor (or if timeline requires, Responsible Person) will consider the service's capacity to maintain the safety of children. Should the service reasonably believe children's safety or wellbeing may be risked, the child's enrolment will be suspended, pending further guidance, management action and planning.
4. Should any service representatives believe the child is need of protection, the steps set out in [Example 2.12 Child Protection and Mandatory Reporting](#) will be followed.

Complaint of Harmful Sexual Behaviours

Consistent with the [Example 6.3 Feedback and Complaints](#) policy, both children and parents can raise their concerns with a representative of the service at any time. All representatives of the service (Nominated Supervisor, educators etc.) will treat any concerns or complaints seriously – taking the appropriate action—

1. While the Nominated Supervisor is the preferred contact, upon receiving relevant concerns or complaints relating to harmful sexual behaviours (as defined in this policy), educators or other representatives, should immediately inform the Nominated Supervisor (or in their absence, the Responsible Person).
2. Details of relevant behaviours and incidents will be documented by the service, using the Complaints Record.
3. The Nominated Supervisor (or Responsible Person) will notify a representative of the Approved Provider at the earliest convenience to develop a response plan, including the person(s) responsible for specific tasks and will be based on the information available to—
 - a. Ensure the safety of children of the service.
 - b. Comply with notification and/or reporting requirements.
 - c. Collect relevant information to assess the veracity of the complaint.
4. Should information indicate the safety or wellbeing of children attending the service be risk and is beyond the capacity of the service to ensure protection, the service may decide to suspend the relevant child's enrolment, pending further guidance, management action (including an investigation) and planning.
5. Parents of the child alleged to have displayed harmful sexual behaviours will be notified of the details of the concerns/complaint and offered relevant contacts for community support. Should the service believe the child is need of protection, the steps set out in [Example 2.12 Child Protection and Mandatory Reporting](#) will be followed.

6. Once relevant information and guidance has been collated and established, the Approved Provider, in collaboration with the Nominated Supervisor will determine the appropriate outcome to provide care that safeguards all children attending the service, this may include but is not limited to the development of behaviour/care plans.
7. All documentation, communication and reports will be stored confidentially, as set out in the [Example 7.2 Privacy and Confidentiality of Records](#) policy - via a password protected system.

Date of Development/review	Date Ratified	Date to be Reviewed
26/3/24	20/5/24	30/9/27

2.6 Behaviour Support and Management

This Service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

- applying appropriate measures (in keeping with community standards);
- focusing on supporting children to develop skills to self-regulate;
- preserving and promoting children's self-esteem;
- having regard to the other principles set out in the Philosophy Statement of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1; 2.1; 2.3; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.

Procedures

Educators are trained to respond to various developmental stages of the differing ages of the children who attend the Service, and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the Service.

The Service acknowledges and supports Mayfield State Schools, school wide positive behaviour system and incorporates the system into behaviour management procedures. An educator where possible will attend regular meetings.

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are necessary.

Educators are required to:

- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- constantly and consistently use positive guidance strategies when reinforcing the Service behaviour expectations;
- support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.

Educators are not permitted at any time to use physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Educators prompt and support children who are experiencing anger, frustration or fear, to engage in another activity or move to a downtime/safe place.

Educators are required to follow the Service behaviour management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.

Behaviour support plans will be implemented if deemed necessary by the Coordinator. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Parents/guardians are not permitted to approach other children attending the Service regarding behavior incidents and/or issues.

Service Behaviour Management Strategies

We believe that children require guidance as to what to do, instead of what not to do. We endeavor to manage behaviour through a supportive model, which includes efficient supervision, provision of effective role models, directing or redirecting children to other activities, and working with children to set rules, follow the rules and understand the consequences of breaking those rules. We encourage children to self-regulate their own behaviour and to utilize calm down spaces e.g. moving to a different space, calm down area.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.7 Dealing with intensive and Complex Behaviours (Including Suspension)

The service is committed to ensuring children receive a high standard of positive behaviour support as they learn and develop. As a service we acknowledge, the duty to understand and effectively respond to children's behaviour is vital for the safety and wellbeing of children and educators. We recognise, at times, children display behaviour that are unsuitable for the setting. The behaviours of serious concern are those that risk –

- the safety of the child or others; and/or
- the wellbeing of the child or others.

On these occasions, the service is committed to plan, support and reflect on opportunities for individual consideration for the best outcomes for children and families.

In responding to behaviours that the service recognises as intense or complex, parents will be invited to collaborate with the Nominated Supervisor (or delegate) to identify strategies to ensure the safety and wellbeing of everyone attending the service. Planning for behaviour support will focus on actions to guide children to learn new behaviours (e.g. appropriate communication, social skills and emotional regulation) and reduce the risk of further incidents.

While every reasonable effort will be made to address individual children's needs, where opportunities to support the child have been exhausted or where the risks to safety are too extreme, the service may exclude the child from attending. When considering suspension, the Nominated Supervisor (or Approved Provider) will give consideration to the context surrounding the service's capacity to meet the child needs. A decision to suspend the child can consider either a temporary, or in some cases, permanent suspension.

In supporting the behaviour of children, the service recognises its duties as outlined in the *Education and Care Services National Law section 166 and Regulations 155-156*.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Working with Children (Risk Management and Screening) Act 2000
- United Nations Convention on the Rights of the Child
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children's health and safety; 4 - Staffing arrangements; 5 - Relationships with children; and 6 - Collaborative partnerships with families and communities

Procedures

Identifying Intensive or Complex Behaviour

The service might find the need to support the behaviour of a child due to a range of factors, including:

- following a significant incident;
- a pattern of ongoing behaviour; or
- where relevant information (i.e. enrolment information) has identified a child's education and would be best support by the service approaching behaviour support in a planned and intentional manner.

When recognising the need for individualised support, a proportionate response will be determined by the Nominated Supervisor (or in their absence an appropriate delegate).

Initial Intensive Behaviour Support

Depending on the level of support required and the significance of behaviour, the Nominated Supervisor may choose to coordinate some initial intentional support strategies to effectively support a child before needs require escalation to a fully developed positive behaviour support plan. Monitoring the support provided to children will determine the progress to collaboration with parents/caregivers (formal Positive Behaviour Support Planning).

Initial support planning may be a range of options chosen by the Nominated Supervisor and could include:

- an informal discussion to prompt educators to be intentional in how they respond to a child's needs.
- development of specific strategies to engage the child and positively impact behaviour.
- an internal meeting with key staff members to draft an initial plan to support a child's behaviour.
- Assess the environment and resources to engage the children in preferred activities.
- Informal discussion with parents/caregivers about likes/dislikes for ideas for programmed activities.

The Nominated Supervisor will communicate the intentions and actions with parents and caregivers, ensuring transparent and collaborative communication in supporting children to meet the service's expectation. Any plans developed to support a child will be an extension of the services positive behaviour support practices (policy 2.6).

Positive Behaviour Support Planning

In circumstances where the service requires the collaboration and support of parents (or other appropriate persons) the Nominated Supervisor (or an appropriate delegate) will invite the parent/s (or caregivers/authorised nominee) of the child to meet with the purpose of discussing strategies for supporting the child's behaviour while at OSHC. The aim of this meeting will be the development of a suitable behaviour support plan

Positive behaviour support plans have three main components: understanding the child/behaviour, a plan to support the child, steps to assist with implementation.

Suspension pending a behaviour support plan

Where the development of a behaviour support plan has been prompted as a result of a critical incident, the Nominated Supervisor may suspend a child's attendance until a positive behaviour support plan been established. In determining a temporary suspension, the Nominated Supervisor will consider the likelihood of another incident and the level of risk to the child and others.

Understanding the child/behaviour

1. The Nominated Supervisor will invite the parent/s or caregiver/s of the child to meet to discuss the child's behaviour and strategies to support the child. The parent should be informed of the reasons why a behaviour support plan is required.
2. The intention of the support plan is to focus on developing the child's skills and learning. Identifying the child's strengths and interests will frame how the service can best support the child's development.
3. Any relevant information about diagnoses, history, health or environmental impacts should also be identified and considered.
4. The important aspect to formulating a sound plan to respond to behaviour is understanding the drive and function of any behaviours of concern. The Nominated Supervisor, educators and parents/caregivers should identify any indications to what might lead to this behaviour and proactive strategies to reduce any escalations. Examples include but are not limited to –
 - a. How the program and routines are organised.
 - b. The child's engagement and interactions with others.
 - c. The learning environment and sensory needs.

Support strategies

5. The service's planned actions are developed to promote and encourage children to display acceptable behaviours. The service will focus on creating proactive strategies (skill development) and behaviour support responses (de-escalation techniques):
 - a. **Proactive strategies** should be an extension of the assessment of the child's behaviour. They should be developed to encourage the child to develop skills to promote more acceptable behaviours. Types of skills the service can aim to address include social skills, coping skills, and self-regulations of behaviour.
 - b. **Response strategies** are those actions educators will use to de-escalate a child's behaviour during an emerging crisis/incident. There will be an emphasis on early de-escalation to avoid an incident occurring. Reactive strategies are those actions educators will use that prompt effective responses to diffuse behaviours, prevent injury or damage and keep everyone safe.
6. Plans developed to support children's behaviour should provide an actionable and accountable collection of tasks for the service to undertake. All strategies must be consistent with positive behaviour support requirements and best-practice.

Implementation

7. Any additional resources or training to support the effective implementation of the behaviour support plan is to be identified and actioned by the Nominated Supervisor, subject to the approval of the Approved Provider.
8. Parent/s or caregivers are encouraged to collaborate throughout the planning and implementation of positive behaviour support plans. This will be continual monitoring of the effectiveness and any identified concerns will prompt a re-evaluation of the content and additional supports.

Exclusion/Suspension based on behaviour

1. Where the Nominated Supervisor reasonably believes:
 - the risk to safety or the impact on the wellbeing of a child(ren) exceeds the capacity (or potential capacity) of the service; and
 - where the opportunity to support a child's behaviour has been exhausted,
2. Either temporary or permanent exclusion can be considered in consultation with the Approved Provider.
3. The Nominated Supervisor will review relevant reports and plans with the Approved Provider and explore an action plan up to and including the possibility of suspending a child's attendance.
4. Any decision to exclude a child will be communicated to the parent/s in writing and will outline the conditions for re-enrolment, where relevant.

Exclusion from school

Unless explicated stated by the school, any child suspended or excluded from the school will not automatically be suspended or excluded from the service. However, the service will not operate in a manner incompatible with school instruction/direction.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.8 Anti-bullying

As part of the Service's behaviour management policy, specific details in regard to the Service's approach to issues of bullying are described in the anti-bullying policy. The Service has a duty of care to all children who attend as well as Educators and staff who work within the Service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This Service will not tolerate bullying behaviour. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Child Protection Act 1999 and Child Protection Regulations 2000;
- Commission for Children and Young People and Child Guardian Act 2000;
- NQS Area: 1.1; 2.1; 2.3; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.3.

Procedures

Educators will:

- model caring and tolerant behaviour towards children, parents and other staff members;
- manage all observed or reported incidences of bullying as set out in this policy under “Responding to a Bullying Incident”;
- carefully monitor children's behaviour while participating in any of the Service's programs or activities;
- encourage children to report any incidents of bullying that they are either involved in or witness;
- protect the target from further harm;
- assist the bully to change his/her behaviour; and
- keep a record of bullying behaviour by completing an incident report.

Children will be encouraged to:

- report any incidents of bullying that they are either involved in or witness;
- help someone who is being bullied;
- do everything they can to keep the play safe and happy; and
- use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will be encouraged to:

- encourage their child to report if they are bullied;
- watch for signs of bullying and speak to OSHC educators if their child is being bullied or they suspect bullying;
- work with the Service in seeking a permanent solution;
- model caring and tolerant behaviour when interacting with children, educators or other parents; and
- promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

Responding to a bullying incident:

The Service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'no tolerance' approach.

In the event that an Educator needs to respond to an observed or immediately reported incident (either by witness, victim or third party), while such incident may still be occurring the following procedure will be implemented:

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful;
- agreed solution implemented. Back-up plan implemented if necessary;
- incident recorded on appropriate forms.

For reports of repeat incidents (either by witness, victim or third party):

- interview with Coordinator, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented;
- monitoring of implementation of consequences;

Further offences may result in suspension from the Service. Re-entry may require an agreed behaviour contract.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.9 Inclusion and Anti-bias

The Service supports the principles of equity through implementing inclusive and anti-bias practices. At our Service, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and special needs. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- QLD Anti-Discrimination Act 1991;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 1.1; 2.2; 3.1; 3.2; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3;
- Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.

Procedures

Parents will:

- inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment;
- inform the Coordinator of the family and child's additional needs at the time of enrolment or whenever identified;
- be encouraged to contribute to the program and operation of the Service by sharing information about their individual needs;
- be informed via newsletter, noticeboard or other appropriate forms of communication about the Service's policies and practices.

Educators will:

- ensure that their language and daily practices are inclusive and non-discriminatory;
- have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;

- self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- ensure their behaviours comply with the Service's policies and code of conduct;
- utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- observe the local community of the Service;
- show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas;
- ensure that their interactions with children:
 - promote gender equality;
 - promote equality regardless of race, culture or differences;
 - encourage children to develop to their full potential regardless of different abilities or needs;
 - acknowledge and value children's unique and individual differences.
- implement a range of practices to actively counteract bias or prejudice such as:
 - provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
 - use anti-bias language when communicating with children and families;
 - talking to children about differences in positive ways;
 - celebrating occasions that are relevant to a variety of cultures;
 - sharing information with children about different cultures and ability backgrounds;
 - providing inclusive models when discussing family structures with all children;
 - providing inclusive resources, experiences and materials;
 - providing information for children and families in other languages when appropriate;
 - displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
 - ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:

- support Educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- assess Service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- ensure all enrolment policies and practices are inclusive and anti-bias;
- provide the opportunity for parents and Educators to contribute to the review of the policy on an annual basis;
- ensure that all equipment and resources purchased are inclusive and anti-bias;
- include in the Educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;
- include information regarding the Service's commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.
- Include information regarding the Service's commitment to inclusive practices and anti-bias in the Family Handbook given to families on enrolment.

Date of Development	Date Ratified	Date of Review
14/4/23	17/4/23	30/4/26

2.10 Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm

The Service actively works to provide all children with a safe and suitable environment. In the event that a child or relative discloses information to an adult, the Service shall implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

Harm is defined under the Child Protection Act 1999 as 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing'. For harm to be significant, the detrimental effect on the child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour.

Harm may be categorised in the following types:

- physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- sexual abuse or exploitation, for example, sexual jokes or touching and exposing children to pornography.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- NQS Area: 2.3; 4.2; 5.2; 6.2; 6.3; 7.1; 7.3;
- Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints Handling.

Procedures

Management will ensure that Educators receive appropriate child protection training, in particular ensuring that all educators are aware of the existence and application of the current child protection law and any obligations they may have under that law

Management will ensure that Educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child's family or other person.

For Educators - If you have suspicions that a child is being abused, an appropriate response should include the following:

- have access to a copy of your organisation's internal policy and be knowledgeable about how to respond appropriately;
- be alert to any warning signs that may indicate the child is being abused;
- observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child's behaviour, ideas, feelings and the words they use;
- have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child's mouth;
- assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;
- promptly advise the person nominated by your organisation of your concerns;
- seek expert advice, or make a report by ringing the Department of Communities, Child Safety and Disability Services or the Queensland Police Service.

Educators shall report such information or suspicions of harm in a confidential manner to the Coordinator or an executive member of the Approved Provider.

The Coordinator or executive member of Approved Provider shall take the required action following a disclosure or suspicion of harm:

- ensure that the disclosure/suspicion of harm is documented by the Educator involved as soon as possible;
- report to the Department of Communities, Child Safety and Disability Services, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;
- if appropriate, and upon the seeking of professional advice, the Service may arrange a meeting with the family to discuss the nature of the disclosure or allegation. Such a meeting may include the involvement of appropriate support persons.

The Department of Communities, Child Safety and Disability Services may be contacted by any member of staff to obtain professional advice in regard to reporting the disclosure.

The Educator receiving the disclosure may be required to speak with the Queensland Police Services as part of their investigations. Under section 22 of the *Child Protection Act 1999*, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

Flowchart for Reporting

RECEIVING A DISCLOSURE

Remain calm and find a private place to talk

Explain why you can't keep it a secret

Only ask enough questions to confirm the need to report the matter

Do not attempt to conduct your own investigation



DOCUMENTING A DISCLOSURE

Complete an incident report form and include:

Time, date and place of the disclosure

'Word for word' what happened and what was said, including anything you said and any actions that have been taken

Date of report and signature



FOLLOWING A DISCLOSURE

Support and counselling will be offered to all parties involved.

The policies and procedures for handling disclosures or suspicions of harm are to be reviewed.



REPORTING A DISCLOSURE

Department of Communities (Child Safety Services) – 1300 682 254
Queensland Police Service (Carina Police Station – 3055 9000)

2.11 Including Children with Special/Additional Needs

The Service recognises that additional support may be required when including children with special needs into the program. These procedures will support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment to children, families and Educators.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011;*
- *Disability Discrimination Act 1999;*
- *Inclusion and Professional Support Program Guidelines (2009-2012);*
- *NQS Area: 1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.*

Procedures

The family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

The Service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

The Service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Service.

Parent permission shall be requested should the Service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

The Service shall contact the Inclusion Support Agency (ISA) to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a Service support plan. This may involve professional support from the ISA.

The Service shall appropriately assess their capacity to include the child within the Service through conducting a risk management process if necessary.

The Service shall maintain the right to make a decision regarding the suitable placement of children with special needs in the Service based on the information, support and advice available.

Appropriate training and support shall be provided for all Educators to ensure continuity of care and commitment to inclusion.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.12 Managing Duty of Care –Children who Arrive at the Service Without a Booking

The Service recognises that on occasion, children may arrive at or be brought to the Service when they are:

- enrolled in the Service but have not been booked in for a session; or
- not enrolled at the Service and have not been collected by their parent/guardian

For whatever reason assistance is sought, the employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity to ensure the safety and wellbeing of the child.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.3;6.1; 6.3;7.3
- Policies: 2.3 -Educator to Child Ratios; 2.4 – Arrivals and Departures of Children; 9.2 – Enrolment; 9.3 – Communication with Families.

Procedures

The Service shall endeavour to establish a mutually beneficial relationship with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved. To this extent the Service will:

If we do not have the child/ren enrolled in the Service:

- follow school procedure by sending children to the office if they are not booked into the service; and
- communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.

If the child/ren are enrolled in the Service, the Service will:

- add them to the roll (providing within ratios, if not follow above procedures) and sign them in,
- call the parent/guardian, and it will be classified as an attendance if the child is not picked up within 10 minutes of arriving here.

If the school office is unattended, the Coordinator shall implement the following procedure when observing their duty of care for self-referred children or children who have not been collected from school and who are not currently enrolled in the Service:

- Make reasonable attempts to call parents or authorised persons (including the school Principal or Administration) known to the child;
- Ensure the children are safe and secure but not participating in the activities of the Service; and
- Call the police for support when a reasonable time has passed without any notification.

Date Development/review	of	Date Ratified	Date to be Reviewed
14/4/23		17/4/23	30/4/26

2.13 Use of Photographic and Video Images of Children

The Service acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children attending the Service to support and promote their involvement in relevant programs

and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Commission for Children, Young People and Child Guardian Act 2000;
- NQS Area: 1.1; 4.2; 5.2; 6.1; 6.2; 7.1; 7.3.

Procedures

Parents shall be required to authorise permission for such images of their children to be taken and used by the Service on relevant enrolment forms and documentation.

Such permission shall explicitly include local community and in-service activities and events.

Employees of the Service shall only be permitted to photograph children using equipment owned solely by the OSHC Service or school (if shared equipment).

Processing of photographs shall be conducted at professional photographic laboratories or within the Service using the printing equipment available.

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, etc.) will be encouraged not to photograph or video other children or Educators with their own electronic devices

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.14 Bookings and Cancellations

The Service Management seeks to implement processes to ensure that the OSHC Service operates efficiently and effectively and that future planning considerations for the Service are met through maintaining appropriate records and procedures for children's bookings and cancellations. This will ensure future needs of the Service can be assessed through the maintenance of appropriate waiting lists and or availability of places.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
 - S.175 Offence relating to requirement to keep enrolment and other documents
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.177 Prescribed enrolment and other documents to be kept by approved provider
- National Quality Standard
 - Quality Area 7 – Governance and leadership

- Related policies and procedures in this manual:
 - 2.3 Educator Ratios
 - 2.4 Arrivals and Departures of Children
 - 3.5 Excursions
 - 9.2 Enrolment
 - 9.3 Communication with Families
 - 10.4 Fees.

Procedures

Bookings Must Accompany Enrolment

A child must be fully and actively enrolled at OSHC before any requests for bookings can be processed and confirmed – see policy 9.2 *Enrolment*. Full enrolment includes:

- Enrolment paperwork completed in full; and
- Relevant supporting documentation (including but not limited to, medical information/action plans, inclusion support plans and immunisation records) provided to the service

Types of Bookings

The service provides two types of care across all sessions (BSC, ACS & VC):

- Permanent bookings (routine and ongoing); and
- Casual bookings (irregular and/or time-limited).

All permanent bookings are dissolved at the end of each calendar year. Every family seeking a permanent booking will have to submit a new request for the following year in Term 4.

Authority to Book Care

Bookings can be made by the account holders or, where consent has previously been obtained, an authorised nominee. The service cannot make a booking to an account where proper authority has not been provided.

Requesting and Making OSHC Bookings

Before and After School Care

When bookings are made by authorised parties for children to attend the service, it will be required that:

- A completed enrolment form meeting the requirements of a complying written agreement (CWA) is received for that child prior to their attendance at the service; and
- Parents/guardians are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.

Routine bookings shall be charged as per the fees policy. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasions per week or fortnight.

Permanent/Routine bookings need to be made in writing via the permanent booking form. Confirmation of your booked session will be received via email, phone or the Xplor app.

Casual bookings shall attract a higher fee (if not booked by 6pm the business day prior to the session) due to the nature of the booking and irregular pattern of attendance. Casual bookings shall only be available to families where the service has vacancies.

Casual bookings can be made via email, phone or through the Xplor app. Confirmation of a requested casual booking will be received via email, phone or the Xplor app.

During the Vacation Care period permanent bookings become void.

Bookings are required by all families who seek to use the Service on a routine or casual basis.

In relation to, vacation care and pupil free days, bookings shall:

- be completed on an appropriate booking form which will be distributed with the vacation care program;

Annual Booking Procedure

At the end of each calendar (school) year, the service will manage permanent bookings for before and after school care [select one of the following options:

All routine bookings for before and after school care are cleared and become vacancies. Families will be required to complete a new booking form with notification of booked days for the coming school year.

All families should be requested to update their enrolment information at the beginning of a new school year. Any vacancies that arise become subject to the service's own priority of access policy in determining who may fill that vacancy.

Absences

All fees associated with routine bookings, should the child not attend care due to illness or for any other reason, will be required to be paid in full. CCS entitlement may still apply, depending on factors such as CCS enrolment, allowable absences and or reason for absence.

The service will comply with reporting of bookings requirements as prescribed by the Australian Government Department of Education and Training through the Child Care Provider Handbook.

How to Notify Absences

Notification of absences on the day of booking can be made via email, phone or the Xplor app.

Confirmation of the absence will be received via email, phone or the Xplor app.

There will be a \$5 administration fee (additional to the session fee) for not notifying the service of an absence.

Any cancellations made after the required cancellation date will be considered an absent session.

Closure Due To Public Health or Unforeseen Circumstances

In the event that the service is directed to close due to public health directions (i.e. COVID 19), permanent bookings will not be able to be cancelled and fees will be charged in accordance with policy 10.4 – Fees.

Changes to Bookings

Ongoing changes to bookings where bookings are reduced are referred as cancellations.

Booking changes and/or cancellations

Changes to bookings and/or cancellations will only be taken:

- From a parent/guardian/authorised persons; and
- Verbally, in writing or by text message.

If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.

Cancellation of bookings for before and/or after school care must be made 7 days prior (including the weekend) to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the service makes attempts to locate the child, a non-cancellation fee may be charged in addition to the prescribed fee for that session.

Notice Period

Families are required to give a minimum of two weeks' notice, in writing, to advise the service of the permanent cancellation of their booking.

Outstanding balances of the family account will be managed in accordance with the Fees Policy of the service

Vacation Care Cancellation

- Cancellation of bookings for vacation care must be made with 7 days' notice (including the weekend) or a fee, equal to the fee for that session will be charged.
- Cancellations for vacation care excursions must be made with 7 days' notice (including the weekend) or a fee, equal to the fee for that session and any additional excursion costs will be charged and any money paid may be forfeited.
- Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

Child Care Subsidy Absences

Allowable Absences

Cancellations that attract the prescribed fee for that session will be counted towards the family's initial 42 absence days for the current financial year, as per the Child Care Provider Handbook.

Child Care Subsidy and Additional Child Care Subsidy are payable for up to 42 absence days for a child in a financial year, in relation to sessions of care where an individual still incurs a genuine fee liability to pay for the care. A reason does not need to be provided for a child's initial 42 days of absence.

Additional Absences

Once 42 absence days have occurred in a financial year, Child Care Subsidy and Additional Child Care Subsidy can only be paid for any additional absences where they are taken for a reason defined in the Family Assistance Law. These reasons can include any of the following:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards

- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

In shared care arrangements (where separated parents both claim Child Care Subsidy for the child's care), the allocation of 42 absences relates to the child, not to each individual claimant.

Priority of Access

As vacancies in a service arise, providers are asked to consider prioritising children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment

The service's Priority of Access for filling a vacancy is as follows:

- the booking is routine
- the child attends the hosting school
- the child is a sibling of a child/ren currently routinely attending the service
- the child is at risk of serious abuse or neglect
- the child is higher on the waiting list whose sole parent, or parents both satisfy the activity test through paid employment

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2.15 Children’s Property and Belongings

The Service acknowledges that children will bring to the Service or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by various stakeholders.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care;
- NQS Area: 1.1; 1.2; 2.3; 5.1; 6.1;
- Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children’s Media Viewing, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 9.5 – Complaints Handling, 10.12 Information Technology.

Procedures

The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the Service. Such property may include (but is not limited to):

- enclosed footwear;
- clothing;
- wide brimmed or legionnaires hats;
- bags, lunch boxes and water bottles.

All personal property and belongings shall be clearly named or labelled.

The Service shall inform the family through relevant newsletters and publications such as the Family Handbook of appropriate personal belongings required at the Service.

The Service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:

- actively encourage children to care for their belongings;
- remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
- provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged;
- ensure that participation in Service activities and experiences does not willfully damage belongings;
- provide protective equipment such as painting smocks for relevant activities.

Throughout special program times i.e. vacation care or pupil free days, the children may (on occasion) be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the Service which become lost or damaged as a result.

Families and children will be encouraged not to bring mobile devices such as iPads, game consoles and mobile phones to the Service. Educators are not available to monitor usage of children's personal mobile devices with access to internet and/or social media while at the Service. If a child is required to bring a mobile device to the Service, they will be required to sign it in to Educators to be stored in the office and out when they depart the Service.

The Service shall provide appropriate storage for lost property which shall be available to children and families at all times.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

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14/4/23	17/4/23	30/4/26

2.16 Promoting Protective Behaviours

The Service considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Commission for Children and Young People Amendment Regulation (No 1) 2006;
- Duty of Care;
- NQS Area: 2.3; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.3;
- Policies: 2.1 – Respect for Children, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.

Procedures

Educators and staff are committed to providing an environment that encourages children's personal safety and promotes the wellbeing of all children at all times.

Educators and staff support children's personal safety through:

- reinforcing protective behaviour strategies such as:
 - 'We all have the right to feel safe all of the time'; and
 - 'Nothing is so awful that we can't talk to someone about it';
- encouraging children to interact and/or physically touch other children in a safe and non-threatening way;
- building on children's problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations).

Educators and staff actively encourage children's personal safety behaviours in all sorts of situations including:

- outside in the sun;
- using the road while walking or riding;
- being cautious and aware of strangers;
- who to go to for help if lost or feeling uncomfortable about an event or person.

Educators and staff collaborate with families to ensure children's learning about personal safety is culturally appropriate.

The Service liaises with school administration to ensure awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children's questions and/or comments.

The Coordinator liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children to be included as part of the service program.

Reference: Protective Behaviours Consultancy Group of New South Wales Inc. (2007 3rd edition). *The Protective Behaviours Program. Using PB with Kids*. New South Wales, Australia: The Protective Behaviours Consultancy Group of NSW Inc.

Date of Development/review	Date Ratified	Date to be Reviewed
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2.17 Safe Online Environments for Children

Policy Statement

This policy outlines OSHC's commitment to protect children and their welfare in online environments. As a service, we recognise the increasing use of digital platforms for learning and communication and develop practices that create security in an online environment, where children—

- Are guarded from harm and exploitation.
- Have their reputation, data and privacy protected.
- Are not exposed to inappropriate content.

Guided by the Best Practice Framework for Online Safety Education and eSafety Early Years program for educators published by the eSafety Commissioner. The service's policy aims to balance the dignity and affordance of using digital devices, and in a manner that still safeguards child's wellbeing and interests. The service's procedures will continue to be assessed and improved. We aim to continue collaboration with children (and families) to empower their participation around the design and development of our protocols for safely using devices at OSHC.

This policy applies to all children, staff, volunteers, and parents connected to OSHC and covers all online activities, digital communications, and use of online learning platforms. The nature of technology means there are many opportunities for online environments to intersect with the service cross at several junctures and stakeholders including—

- Access to technology and the internet at OSHC.
- Taking photos and videos.
- Social media use by the community, including educators.

The service's policy sets out clear and explicit expectations for the community to use and interact online in a manner that maintains the safety and wellbeing of children. Anyone acting in a manner incompatible with our commitment to the safety and wellbeing of children may be exposed to disciplinary action relevant to the circumstance.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards

- **Education and Care Services National Regulations:**
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Criminal Code Act 1899 (Qld)
- Online Safety Act 2021 (Cth)
- eSafety Commissioner - [Best Practice Framework for Online Safety Education](#)
- eSafety Commissioner - [eSafety Early Years program for educators](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 4.1 Code of Conduct](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Managing Infrastructure	The Approved Provider is responsible for ensuring the service has suitable protections established, where children may access the internet as part of the program. The Nominated Supervisor or Responsible Person is responsible for ensuring the safeguards are working as intended.
Providing Supervision	All educators, especially those tasked with leading specific activities, are responsible for supervising children using devices and accessing content.
Professional Communication Interactions	All educators are expected to behave in the manner set out in policy to ensure children's safety and wellbeing is not compromised. Any concerns are brought to the attention of the Nominated Supervisor to address.

Procedures

Infrastructure and Technology

Children

1. Any children using devices – connected to the internet or not - must be properly supervised in an open environment. Educators must be able to easily view screens at any moment.

2. Any access to the internet must be approved and is only made available when filtering and/or monitoring systems are be enabled and only for homework or research purposes⁶.
3. In upholding our commitment to health and physical activity, access to devices (i.e. screen-time) will be limited -
 - a. BSC or ASC sessions - devices are only be used for homework or other research activities.
 - b. Vacation Care sessions - some restricted leisure time is made available (but excludes access to the internet), with times set out in the program.
4. Where devices and media are made available these are to only contain content that is appropriate for children, using government classifications (G and PG-rated) as the guiding principle.
5. Children are not to take photos or videos of other children on their personal devices.

Educators

1. Sufficient and suitable equipment is available for educators to complete relevant tasks, such as programming and documentation.
2. Educators are not to use personal devices for any documents or material that may contain the personal information of children and families, this includes—
 - a. Taking pictures on phones.
 - b. Writing observation on personal devices.
 - c. Emailing/messaging parents from personal accounts.
3. To remove any doubt, personal devices may be used for work activities that do not store or save children and families personal information, for example—
 - a. Attending a webinar.
 - b. Researching programming ideas.
 - c. Communicating staffing arrangements.
4. Where an educator believes additional equipment is needed, they should communicate this to the Nominated Supervisor.

Communication and Information Sharing with Families

Child Care Software

The service upholds requirements for privacy and data by using reputable child care software to collect and store the substance of family's personal and sensitive information (i.e. enrolment information). This system is password protected and allows parents to more easily access the information retained by the service.

Email (or other Messaging)

At times, communication with families will occur via email. Where the service's representatives use email to communicate, must only occur on accounts owned and managed by the service.

Social Media

The service avoids publishing any personal or identifiable information (including photos and video) on its social media accounts (regardless of privacy settings). Any personal information is only posted in limited exceptions, and where authorisation has been provided in writing.

Where an educator becomes aware of a child being impacted or a risk of harm from an online setting (i.e. disclosure of cyber-bullying), then the service will inform the parent of this information at the earliest convenience.

Responsibility

All employees have a duty to uphold the reputation and interests of the service beyond the hours they are at work (see [Example 4.1 Code of Conduct](#)). Educators have a responsibility to ensure their conduct is compatible with their employment obligations when using social media for personal use.

Communication and information sharing via social media or otherwise has the potential to harm either a child/family or the service's reputation. Any instances of a child or their family's privacy, reputation or safety being compromised will be treated very seriously. Employees engaging in this conduct will be subject to disciplinary action, up to and including termination.

Boundaries for Online Communication and Interactions

- There should not be any personal interaction with children of the service via social media, including being 'friends' or following accounts etc. If a child of the service attempts to interact with an education, they should—
 - not respond,
 - review their privacy settings, and
 - notify the Nominated Supervisor who will communicate the service's expectation with the family.
- The service name or identity cannot be mentioned in online posts or other online commentary, either directly or implied.
- Employees should not discuss or disclose work-related matters in any public forum.

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2.18 Cyber-bullying

The Service acknowledges it has a responsibility and duty of care to ensure that the rights of employees, volunteers, children and families to be physically, emotionally and psychologically safe whilst participating in on-line/internet activities associated with the Service, are protected. This responsibility may extend beyond Service on-line/internet activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children and families associated with the Service with regards to cyber-bullying.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;

- Child Protection Act 1999 and Child Protection Regulations 2000;
- Work Health and Safety Act 2011;
- Duty of Care;
- NQS Area: 1.1; 2.3; 4.2; 5.1; 5.2; 6.1; 6.3; 7.3;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.

Procedures

Definitions

'ICT': information and communication technology.

'Cyber-bullying': involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber-bullying might occur over the Internet, in instant messaging (IM), chat rooms, social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

While cyber-bullying is similar to real life bullying, it also differs in the following ways:

- it is invasive, can occur 24/7 with a person being targeted at home, work or anywhere;
- it can involve harmful material being widely and rapidly disseminated to a large audience. For example, rumours and images can be posted on public forums or sent to many people at the 'press of a button';
- it can provide the bully with a sense of anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

'E-crime': occurs when a computer or other electronic communication device (e.g. mobile phone) is used to commit an offence, is targeted in an offence, or acts as a storage device to an offence.

Service Responsibilities

The Service will ensure families are aware of the cyber-safety practices encouraged at any time employees, volunteers, children or families are accessing ICT equipment or devices at the service.

The Service Coordinator, will ensure all information posted to electronic media (e.g. internet web pages, news groups, web-based forums, Facebook) conforms to acceptable standards of respectable on-line behaviour. This may include ensuring that private information is not accessible on publicly available websites and that images posted don't include any identifying images of the children without prior written permission from their parent/guardian.

The Service will ensure all educators are provided with training and support in managing instances of cyber-bullying when children are accessing ICT equipment and devices.

Strategies and guidelines will be developed, in collaboration with the children, for using the ICT equipment and devices respectfully whilst in attendance at the Service. This may include the development of 'user agreements', in collaboration with Educators, children and families.

The Service will have clear guidelines on the use of children's personal mobile devices, should they be permitted at the Service.

In consultation with Management, if there is suspicion that an e-crime has been committed; the Coordinator will report it to the police. Where there is further reasonable suspicion that evidence of a crime, such as an assault, is contained on a mobile phone or other electronic device, the device will be confiscated and handed to the investigating police officer. The electronic device should not be tampered with.

The Service may also be required to complete a 'Notification of Serious Incident' form and forward it to the Regulatory Authority.

Educator Responsibilities

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the Service through authorised computers and/or mobile devices that have been fitted with appropriate security and filtering software.

Educators will encourage children to follow Service guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the OSHC Online Safety Agreement.

Educators will encourage children's safe use of the internet, through implementing the following cyber-safe practices whilst participating in Service-related activities:

- never posting personal information such as address or telephone number online;
- never posting photos of themselves (such as 'selfies') online;
- not responding to any messages that are mean or in any way make them feel uncomfortable;
- not sending any messages that may be mean or make another person feel uncomfortable;
- never agreeing to meet any person they have met online;
- never giving their internet user name or passwords to another person (even best friends);
- checking with an Educator before downloading or installing any software or games;
- informing an Educator if they access information that makes them feel uncomfortable;

Family Responsibilities

To read through the Services 'user agreement' with your child and ensure they have an understanding of the guidelines. (Appendix 2)

Informing the Service Coordinator of any concerns you may have in regards to cyber-safety and your child, whether it is happening at the Service or not.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

Encouraging your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

References

Dept of Education, Training and Employment. (2013). *Cybersafety and Cyberbullying - A guide for parents and caregivers*. Retrieved from www.education.qld.gov.au

South Australian Government. (2009). *Cyber Safety - Keeping Children Safe in a Connected World*. Retrieved from Department of Education and Childrens Services: <http://www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf>

Refer to Appendix 2 for Consent Form.

Date Development/review	of	Date Ratified	Date to be Reviewed	be
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2.19 Children's Media Viewing

The Service recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interests of children attending OSHC. Therefore, this policy aims to establish guidelines for children's media viewing while at OSHC.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Child Protection Act 1999 and Child Protection Regulations 2000;
- Copyright Act 1968;
- 'My Time, Our Place' Framework for School Age Care in Australia;
- Duty of Care;
- NQS Area;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.

Procedures

Definitions

'Media': refers to the communication channels through which news, entertainment, data or promotional messages are disseminated. Media includes every broadcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax and internet. 'Media' also includes data storage material recorded on disks, tapes, CD's, DVD's and SD cards.

'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Service Responsibilities

To ensure compliance with the relevant Copyright Laws, the Service will ensure they hold current licenses for:

- the 'public' viewing of films, DVDs, videos and television; and
- the 'public' performance, broadcast or communication of music

The Service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while at OSHC.

The Service will collaborate with families and children in setting guidelines for media viewing within the program. Strategies implemented may include designated times for media and/or technology viewing.

The Service will ensure that all material viewed by children as part of the educational program is age appropriate and consistent with the Australian Film and Literature Classifications:

- (G) - the content is **very mild** in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children; or
- (PG) – the content is **mild** in impact however; films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.

Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/ren whilst in care at the Service.

Educator Responsibilities

Educators will ensure that all material viewed by children, whether provided as part of the service program or bought from a child's home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG).

Educators will encourage children to only bring videos, DVDs, games or music that are suitable for OSHC.

Family Responsibilities

Parents/guardians will ensure that all videos, DVDs, games or music bought to the Service by their children are consistent with the Australian Film and Literature Classifications (G) or (PG).

References

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- Australian Copyright Council. (2012, February). *Films, DVDs, Videos &TV; Screening in Public*. Retrieved from Australian Copy: <http://www.copywright.org.au>
- National Childcare Accreditation Council (NCAC). (2009, June). *Using television in child care*. Retrieved from Australian Children's Education and Care Quality Authority: <http://ncac.acecqa.gov.au/educator-resources/pcf-articles/using TV in child care Jun09.pdf>
- Raising Children Network. (2012, February). *Screen Time and Children*. Retrieved from Raising Children Network - the Australian Parenting Website: <http://raisingchildren.net.au/articles/screen time.html>

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2.20 Supervision of Children

The Service acknowledges that the safety of children is paramount and therefore takes a proactive approach, through the implementation of specific policies and procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the Service program.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Duty of Care;
- NQS Area:1.1; 2.3; 4.2; 5.1; 5.2; 6.3; 7.1; 7.3;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs,

2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children’s Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 – Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children, 3.13 – Water Activities and Safety, 4.9 – Children’s Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.8 – Employee Performance Monitoring, Review and Management, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance,

Procedures

Definition

‘Supervision of children’: Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of Educators to children at all times to ensure the immediate intervention of Educators to safeguard a child from risk of harm.

Supervision is provided by OSHC Educators during the Service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the Service behaviour management guidelines.

Supervision of children by OSHC Educators is not provided in the school carpark. Children are to stay within the Service approved area to wait for arriving parents/guardians.

The Service adheres to the educator ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that Educators counted in the educator/ratios are directly working with children.

To ensure the safety and wellbeing of children and Educators, there will be at least two Educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for the Service (unless the Service is operating under Policy 10.24 – Single Educator on Duty).

The Service is committed to ensuring children are supervised at all times, therefore when planning activities and the necessary supervision requirements, the Coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by Educators.

The number of supervising Educators for activities will be determined through the completion of a risk assessment and will be based on:

- the type of activity (e.g. excursion, swimming); and
- the age and capabilities of the children undertaking the activity; and
- the area the activity will be conducted; and
- the age and skill of Educators supervising.

Personal mobile phones are not permitted to be used by Educators when supervising children, without prior arrangement with the Coordinator.

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an Educator when they need to access the toilet. Educators shall use appropriate communication methods to monitor children accessing the toilets.

The Coordinator/responsible person in charge will ensure that Educators receive regular instruction in effective supervision techniques including:

- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible;

- Listening – will assist in supervising areas where children may be playing in corners, behind trees or play equipment;
- Being 'with it' – ensuring they are aware of the children in their area as well as the children's skills and capabilities in interacting with others;

Educators will be required to do regular head counts and use Educator communication methods when supervising activities outside or away from the OSHC indoor area.

The Coordinator will be made aware of children involved in behaviour incidents who may require further support, consistent with the Service's Behaviour Support and Management Policy 2.6. Children will be directed to a quiet area and supervised by the Coordinator (or other Educator) until such time as they are ready to re-join the activity.

To ensure effective supervision of all children participating in their area/activity, Educators will be:

- given guidance and instruction when setting up the environment and/or activities;
- instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- aware of the procedures for children accessing the toilet;
- made aware of children's individual health and or medical needs and any relevant emergency management plans;
- made aware of any identified hazards and/or risks to children and the control measures in place;
- made aware of the children in care, the group dynamics and behaviour strategies that may be useful;
- made aware of any children in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read and signed off by educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, Educators may be placed both in and out of the water to allow for effective supervision of children in the water.

Educators under eighteen years of age who are supervising children will be fully supervised by a qualified Educator who is eighteen years or over.

During excursions, Educators will supervise children, ensuring Educator/child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male Educator available to supervise the boy's toilets, female Educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

During excursions, children will not be left in the sole care and custody of bus drivers or any other persons; educator ratios for the Service will continue to apply during excursions.

References

Queensland Children's Activities Network. (2013). *PANOSH Fact sheet #3 - Adequate supervision*. Retrieved from PANOSH - Physical Activity Outside School Hours: www.panosh.com.au

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.21 Children's Transition to OSHC

The Service recognizes and acknowledges the importance of ensuring children have a smooth transition into the school age care setting. Through this policy, the Service aims to identify and address the support structures and activities required to assist families and children of all ages in making this transition.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Duty of Care;
- NQS Area: 1.1; 2.1; 3.1; 3.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.

Procedures

The Service will endeavour to establish links with the school and wider child care community in order to build relationships with prospective families and children.

As part of the Service enrolment process, the parent/guardian will be required to provide relevant information which will enable Educators to properly care for their child. This shall be in the format of appropriate questions on the enrolment form and include (but not limited to) information such as:

- full name and preferred name, if relevant;
- any health care needs, allergies or other relevant medical conditions;
- any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
- the child's likes, dislikes or phobias.

As part of the enrolment process, an enrolment pack will be provided to families. The enrolment pack includes the Service's Family Handbook and information on how to get access to the Policies and Procedures that are relevant and important for families.

The Service shall have the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the Service.

Through the Service enrolment process, parents/guardians may be requested to attend a short interview with the coordinator as well as being encouraged to visit the Service with their child during operating hours to:

- meet the Coordinator and Educators of the Service;
- tour the approved areas of the Service including both indoor and outdoor areas;
- view the Service routines such as breakfast or afternoon tea;
- observe children involved in activities.

During the child's first attendance at the Service, Educators will:

- respectfully acknowledge each child and their parent/guardian on arrival, ensuring they feel welcome;
- introduce them to other Educators and children;
- familiarise them with the Service routines such as meal times and hand washing;
- clearly explain the Service rules and behaviour expectations; and
- facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting OSHC who are in prep, will be escorted to the classroom at the end of before school care and picked up from the classroom for after school care by an Educator. Educators will support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc).

The Service will support new families by ensuring that any issues or concerns involving their child's commencement at OSHC are discussed in a friendly, respectful and timely manner.

Educators will endeavour to develop responsive and respectful relationships with new children through regular and genuine interactions and conversations. Educators will talk to children about their interests and seek their suggestions for activities they would like to be involved in.

To support children's smooth transition to OSHC, Educators will ensure that children can access quiet places to rest, to be alone or to interact calmly with other children and Educators.

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2.22 Departures of Children with Self-Care or Sibling Care Arrangements

The Service recognizes that families may permit their children to travel home or to another activity on their own or with an older sibling. Under the written instruction of the family, the Service will apply the following procedure to such circumstances.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Australian Government Department of Education Children's Services Handbook;
- Duty of Care;
- NQS Area: 2.3; 6.2; 7.3;
- Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4–Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.

Procedures

The Service will apply the following procedure for children who are permitted to leave the premises by way of written instruction from their legal parent/guardian either on their own or with a sibling:

- the Service will require that the parent provide the following information along with the consent to depart notification:
 - The date/s and times of departure;
 - The child's destination;
 - Expected length of journey to destination (time and distance);
 - Mode of transport i.e. on foot or bicycle; and
 - Name and date of birth of older sibling collecting the child (if applicable);
- the child will be signed out by an Educator upon leaving the premises;
- the parent will be notified (by phone, text or email) that the child has left the premises;
- the parent will be asked to phone the Service once they have been notified that their child has arrived safely at home or at their next activity;
- the Service will provide families with information (by way of fact sheet) regarding children, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/ren to be left in self-care arrangements; and
- the Service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

Definition

The Queensland Criminal Code 1899 (Section 364A) states:

- A person who, having the lawful care or charge of a child under 12 years, leaves the child for an unreasonable time without making reasonable provision for the supervision

and care of the child during that time commits a misdemeanor. Maximum penalty is three years imprisonment.

- Whether the time is unreasonable depends on all the relevant circumstances.

• References

- <https://det.qld.gov.au/earlychildhood/family/Documents/pdf/pts-home-alone.pdf> (retrieved December 2017)
- http://raisingchildren.net.au/articles/australian_laws_about_leaving_children_alone.html#QLD (retrieved December 2017)

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2.22.1 Home Alone.pdf



Home alone

Many parents wonder at what age it is safe to leave their children at home alone. Consider your child's age and maturity and their ability to cope in an emergency to help you decide.

In Queensland, it is illegal to leave a child under 12 years of age alone for 'an unreasonable time', depending on circumstances.

Things to consider

If your child is left alone without a carer, consider whether they are old enough to take action in an emergency. Ask yourself if they know what to do and where to get help. Do not leave infants, toddlers or young children alone under any circumstances.

How safe is your home?

Accidents happen quickly. A child can fall into a swimming pool, pull a saucepan off a stove, swallow dangerous objects or play with matches even when you are close at hand.

- If you are considering leaving your children at home alone, there's an even greater need to check that all dangers have been removed.

Are the rules clear?

Every family has its own rules. These rules may change according to whether you are there or if children are on their own.

- Ensure your child knows your house rules and any additional rules that apply when they are at home alone. For example, are they allowed to invite friends to visit, make themselves a hot drink or swim in your pool when home alone? Can they use the internet or run a bath?
- Remind your children of all the rules that apply, explaining why they are important and the consequences that will result if they break them.

How long will the child be home alone?

Will you be away from home for a few minutes, an hour, a morning or a full day?

- Consider how long you may be away, your children's capabilities and how they feel about being left alone.



Queensland



When the time is right

When you feel your children have reached the right age and maturity, you've checked the safety of your home and tested your child on the ground rules, start small and grow the responsibility.

However, leaving your child home alone should be your last choice not your first. If you are putting someone else in charge of your child, think carefully about who is responsible enough to handle every possible circumstance.

- Check the safety of your home before leaving your child alone.
- Test your child on the ground rules and what to do in case of any trouble.
- Phone regularly to check on your child.
- If putting someone else in charge of your child, think carefully about who is responsible enough. Make sure the carer looking after your child can handle any emergency and knows where to get help.
- Check your child feels safe.

Most importantly, ensure your child feels comfortable being home alone and return home when you say you will.

Who are you leaving at home and who will be in charge?

If you are leaving older and younger children at home, is it reasonable to expect the older children to take responsibility for their younger siblings? An older child's lack of experience may make it difficult for them to safely and calmly care for the younger ones.

- If you do leave an older child in charge, make sure he or she is capable of handling any disagreements and enforcing the rules.
- Make sure the child knows what to do in an emergency and what to do if the other children become unwell.

Things your child should know

Before leaving your child alone, write down and explain:

- where you are going and when you'll be back
- how to get in contact with you
- your home telephone number and home address (explain that the police, fire and ambulance service will need to know where to go if contacted).

Talk to your child about:

- how to use the telephone, including how to dial 000 in an emergency
- where to find the telephone numbers of trusted friends or relatives
- what to do if the telephone rings
- what to do if someone knocks on the door
- what to do in case of fire
- how to use deadlocks
- how to judge if another child is unwell and needs help
- where to find the first aid kit and how to use it
- the family rules.

More information

The Queensland Government provides families with up-to-date information about approved early childhood education and care services in their local area, and has parent tip sheets on a range of topics.

To access the latest information or to find an early childhood education and care service call 13 QGOV* (13 74 68) or visit www.earlychildhood.qld.gov.au.

For service ratings visit the MyChild website at www.mychild.gov.au or the Australian Children's Education and Care Quality Authority (ACECQA) website at www.acecqa.gov.au.

Other languages

If you need an interpreter, phone 13 QGOV (13 74 68).

Assistance making a call

If you are deaf or have a hearing or speech impairment:

- TTY users phone 133 677*, then ask for 13 74 68*.
- Speak and listen users should phone 1300 555 727*, then ask for 13 74 68*.
- Internet relay users should connect to the National Relay Service at www.iprelay.com.au/call/index.aspx then ask for 13 74 68*.

Acknowledgement

The information in this publication was sourced from the Raising Children Network at www.raisingchildren.net.au

Disclaimer

This publication is offered as a guide and should not be considered an exhaustive statement on the subject.

*Calls from mobile phones are charged at applicable rates.

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14/4/23	17/4/23	30/4/26

2.23 Interactions and Relationships with Children

Policy Statement

The service will ensure all educators build positive, supportive relationships with children to make each child feel safe, secure and included in the service's community. The service encourages interactions with children to be responsive and be based on fairness, equity, acceptance, empathy and respect for the child's culture, rights and community.

Children will be encouraged, where possible to enhance their sense of agency through empowered decision-making. Children's dignity will be upheld at all times, to feel valued and supported. Practices to support behaviour will be consistent with positive guidance; recognising the goal of self-regulation and pro-social behaviours are enhanced through learning, a supportive environment, secure relationships and positive self-regard.

The service, through its program and the practices of educators, provide experiences and opportunities for children to interact and immerse themselves in play with their peers. Through experiences and activities fostering group interaction, children will enhance their capacity to interact and develop respectful and positive relationship with each other.

The service recognises the unique contribution Aboriginal and Torres Strait Islander people make to our Australian communities. The service is committed to acknowledging and respecting the rich history of our First Nations people give to our country. In doing so, the service looks to provide opportunities for children to experience and develop their understanding of the customs, traditions, and respect for the land, which Aboriginal and Torres Strait Islander culture upholds.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.166 Offence to use inappropriate discipline
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.
- **My Time, Our Place - Framework for School Age Care in Australia.**

Additional Regulatory Context and Guidance

- [United Nations Convention on the Rights of the Child](#)

- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 4.1 Code of Conduct](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

[Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#)

Key Tasks and Responsibilities

Establish guidelines for practice	The Approved Provider is responsible for ensuring there are suitable guidelines and instruction for educator's and volunteer's interactions with children that reflect the requirement of Regulation 155.
Induction procedures	The Approved Provider will ensure the Nominated Supervisor is suitably resourced to provide training and instruction in the skills and strategies required for supporting children, especially around positive behaviour guidance.
Monitor educator practice	The Nominated Supervisor and in their absence, the Responsible Person will supervise and monitor educators as they interact and support children. They will provide relevant feedback to increase skills and address concerns as they occur.

Procedures

Establishing Relational Pedagogy

A positive atmosphere and the wellbeing of children attending the service is promoted through attentive and nurturing care and quality interactions between educators and children. Children's emotional development and social relationships are supported by role-modelling and enhanced by educators through conversation, discussion and promotion of children's language and effective communication.

Central to the interaction and engagement between children and educators is the delivery of the service's program. MTOPv2.0, describes how relational pedagogy underpins the ways in which educators build trusting and respectful relationships with children and families. These relationships form a strong element of the service's program.

- Opportunities for children to engage in diverse experiences.
- Exploring and engagement with culture, having regard to the community of families.
- Support for a range of ages, physical and intellectual developmental stages.
- The choice, agency and decision making of children, including contributing to the aesthetics and physical environment.

In designing the program and activities for the service, educators will consult children about how their input will be used and advised of the outcomes of the decisions made, ensuring children have a voice in their level of participation including:

- Areas of interest they would like to explore.

- Where and how they would like to play, with others, or alone.
- What they would like to use.
- The adults with whom they feel comfortable and secure.
- When and what they would like to eat.
- How they prefer to sleep or rest.

Resources and activities will be sourced as to encourage:

- Expression and creativity.
- Participation and collaboration.
- Reflect and cater to the interests and abilities of children.
- Satisfy for the range of ages and developmental abilities.
- Accessibility to children allowing for independence and development of mastery.

Behaviour Support and Guidance

Educators will receive suitable instruction, support and training to respond to various developmental stages of the differing ages of the children who attend the service. Educators will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.

Educators will involve the children as far as reasonably possible in developing behaviour expectations for the service. These behaviour expectations will be clear, child-focused, based on supporting the safety and wellbeing of children and others, easy to understand and will be on display throughout the service. This information is also provided in the Parent Handbook issued to all parents/guardians on enrolment.

Educators are required to:

- Model appropriate behaviour, including the use of positive language, and tone of voice.
- Monitor children's play, pre-empting potential conflicts or challenging situations and directing children to consider alternative behaviours.
- Use positive guidance and encouragement towards acceptable behaviour when prompting the service behaviour expectations.
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions.
- Consider how the environment is impacting on a child.

Educators will encourage children to promote their social skills and interaction with each other, including supporting children to develop self-regulation skills. Often this will be through mediation and supporting children to create expectations for their play/games. Educators should be providing adequate supervision to intervene early and reduce the impact of further escalation.

To remove any doubt, educators are not permitted at any time to use corporal punishment or any unreasonable physical force/restraint, or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Managing Complex and Exceptional Behaviours

Where exceptional support is required for children to behave in a manner to uphold the safety or wellbeing of themselves or others, the Nominated Supervisor will work with educators to develop a behaviour support plan to set out the specific steps educators will carry out to support the child's participation at OSHC.

Where there are instances of a child displaying a pattern of behaviour that impacts on the wellbeing or safety of themselves or others, the service will meet with parents to gain a better insight into the influences and best response to the behaviour of concern.

The service will reserve the right to suspend or cancel the enrolment of a child where a child's behaviour is beyond the capacity to keep the child (or other children) safe or where a child is unreasonably impacting the wellbeing of others.

Where the service seeks to activate a suspension or exclusion, the Nominated Supervisor will consult with the Approved Provider for approval. The decision to suspend/exclude a child based on behaviour must be reasonable and considered. Communication of a suspension/exclusion will be in writing.

Inclusion, Diversity and Cultural Responsiveness

The service will collect information about the diversity of culture and linguistics of the family attending the service at enrolment. The Nominated Supervisor will follow up on any request for considerations and ensure these matters are actioned in the appropriate way.

In all the interactions and communications with families, the service will seek to be culturally safe. It is expected that educators will respect the multiple cultural ways of knowing, doing and being, and celebrate the benefits of diversity.

In planning and implementing the program, we will celebrate a wide variety of cultures, paying particular attention to the cultures identified in the local community. Working in partnership with families, we will celebrate culture in ways that are authentic and respectful.

Embedded within the service's celebration of culture is the recognition of the unique contribution Aboriginal and Torres Strait Islander people make to our Australian communities. The service's program will seek to offer authentic opportunities to promote the value of Australia's First Nations' histories, knowledge systems, cultures and languages.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26
19/3/24 Enhance procedures	20/5/24	30/4/26

2.24 Children's Participation and Decision Making

The Service has a commitment to ensuring that children are able to develop a sense of agency through making and influencing decisions that may affect their world. This will be undertaken through children's meetings, surveys, suggestion box, newsletters, noticeboard or general conversations.

The Service respects the UN Convention on the Rights of the Child, encouraging children, staff and families to be collaborators and shared decision makers in the program at our Service. We believe that children who are capable of forming views should be given due weight in accordance with their age and maturity and that children have the right to freedom of expression through any media of their choice.

It is essential that all Educators, Management and other stakeholders who make decisions have a clear understanding of the views and wishes of the children in order to effectively inform the decision-making process.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- Anti-Discrimination Act 1991 (QLD);
- UN Convention on the rights of the Child;
- NQS Area: 1.1; 1.2; 3.3; 5.1; 5.2;
- Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).

Procedures

Involving children in the decision-making process of the service contributes to the outcomes for children as articulated in the 'My Time, Our Place' Learning Framework for School Age Care in Australia.

The Service will:

- ensure Children are consulted about the environment and program in which they participate;
- ensure different communication strategies of children, such as body movement, gaze, facial expression, the manipulation of objects and talk or conversation are used to support child-initiated activities and programs;
- ensure children participate in decision making processes;
- record and document children's drawings, conversations, and ideas, maintaining them in the children's meeting book. Educators or other children shall act as a scribe for what children say, making notes for further follow up;
- ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity.

Educators will:

- ensure child-initiated, shared decision making happens across all aspects of the Service;
- empower children to access and learn from their own life experiences as well as those of their peers and adults around them;
- be active listeners, observers, scribes and sounding boards for children;
- respect the age and stage of the children during decision making. Educators may use different levels of participation as appropriate:
 - child initiated, shared decision making with adults;
 - child initiated and directed – adults provide a supportive role;
 - adult initiated shared decision making with children.
- consult children about how their input will be used and advised of the outcomes of the decisions made;
- ensure children have a voice in their level of participation including:

- areas of interest they would like to explore;
- where and how they would like to play, with others, or alone;
- what they would like to use;
- the adults with whom they feel comfortable and secure;
- when and what they would like to eat;
- how they prefer to sleep or rest;
- whether they need to use the toilet or hand washing facilities.

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

2.25 Statement of Intent for Children’s Play

The Service acknowledges and recognizes the importance of play for children’s physical development and emotional wellbeing as well as the benefits of allowing children of all ages and abilities to have challenging play opportunities in a variety of environments. The Service understands and accepts that children will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger and will work proactively with all stakeholders to minimize those risks.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- United Nations Convention on the Rights of the Child;
- ‘My Time, Our Place’ Framework for School Age Care in Australia;
- NQS Area: 1.1; 1.2; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 7.1; 7.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children’s Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.

Procedures

Definition

‘Play is a freely chosen, personally directed, intrinsically motivated behavior, normally associated with recreational pleasure and enjoyment’

‘Play is often interpreted as frivolous; yet the player can be intently focused on their objective, particularly when play is structured and goal-oriented. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive. Not only does play promote and aid in physical development, such as hand–eye coordination, but it also aids in cognitive development and social skills.

Service Responsibilities

The Service will ensure there are a variety of play spaces, inside and outside where children can play, either in groups or alone.

The Service program will be designed and facilitated to ensure children are able to move freely between relevant play spaces, both inside and outside.

Equipment, resources and materials that can be used for a variety of purposes will be provided to encourage children to guide their own play.

Activities offered as part of the Service program will be carefully considered in relation to the risk benefit for children with opportunities for play planned to develop children's risk awareness.

The Coordinator will ensure a comprehensive risk assessment is conducted prior to any high-risk activities being undertaken. All Educators involved in such activities will read and sign the risk assessments and be briefed on their responsibilities prior to the activity.

Educator Responsibilities

Educators will ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children's play and maximize their opportunities for a wide range of play experiences.

Educators will design and develop the program in order to ensure children have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and rough and tumble.

Educators will ensure children are playing in an approved area of the Service with supervision suitable for the type of activity, the age and developmental stage of the children participating.

When planning play opportunities for children, Educators will:

- be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children are known and catered for;
- empower children to make decisions about their play and leisure-time experiences;
- ensure all children have equal opportunity for inclusion in play;
- provide opportunities for both indoor and outdoor play experiences, and that will include both 'built' and 'natural' elements;
- provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- collaborate with the children and be open to change and spontaneity;
- encourage children to make decisions and to take responsibility for their own needs;
- empower children to be creative and seek out possibilities and solutions;
- encourage children to try and experience new things and experiences;
- Play with the children picking up on cues, seizing 'teachable' moments and ways to scaffold children's learning.

Observation and assessment of children 's learning is facilitated through educator evaluations of children's play to the outcomes of My Time, Our Place: Framework for School Age Care in Australia, which are:

- Children have a strong sense of identity;
- Children are Connected with and Contribute to their World;

- Children have a Strong Sense of Wellbeing;
- Children are Confident and Involved Learners;
- Children are Effective Communicators;

Educators will use positive communication such as body language, praise and encouragement to assist children in developing the necessary skills and capabilities in managing risky play situations and new experiences.

References

Unicef. (n.d.). *Convention on the Rights of the Child*. Retrieved from Unicef:

<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Wikipedia. (2015, September 20). *Wikipedia*. Retrieved from Play (Activity):

[https://en.wikipedia.org/wiki/Play_\(activity\)](https://en.wikipedia.org/wiki/Play_(activity))

Date of Development/review	Date Ratified	Date to be Reviewed
14/4/23	17/4/23	30/4/26

POLICY GROUP THREE: Program

3.1 Educational Program Design and Implementation

Using an approved learning framework, My Time, Our Place: Framework for School Age Care in Australia, the appointed Educational Leader of a SAC Service, in consultation and collaboration with educators, children and families, plans, designs and delivers programs that cater to the diversity of children's ages, developmental needs, skills, interests and abilities through a variety of challenging and recreational activities. In providing opportunities for children, the Service recognises the importance of play, relationships, collaborative decision making and respect for diversity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care in Australia;

- NQS Area: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2, 3.3; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.2.
- Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.

Procedures

A suitably qualified and experienced Educator will be identified as the Educational Leader for the Service (as per Policy 8.2 – Educational Leader).

The Educational Leader is responsible to have a written program plan prepared for each aspect of the Service. This program plan will be on display for key stakeholders including children, families and colleagues.

The Educational Leader shall support and guide staff in the planning, evaluation, development and implementation of programs and experiences for the children consistent with this Policy and, in particular, which:

- demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children;
- takes a holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing;
- are built around routines, i.e. arrival, hand washing, eating, play etc;
- includes a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles;
- includes activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program);
- demonstrates flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging;
- promotes the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, culture, views and abilities of the children;
- provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service;
- provide appropriate opportunities for children as individuals and small groups to follow and extend their interests;
- provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their age, abilities and interest;
- provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc;
- provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour;
- takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality;
- provides appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage;
- encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning; and
- applies the principle of equal opportunity to the Service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The Educational Leader is responsible, in consultation with Educators, to continually recreate and adapt the indoor and outdoor environments to:

- meet the needs and interests of all children, including their need for rest or sleep;
- facilitate the inclusion of children with special needs;
- respond to the developing and emerging abilities and interests of all children;
- ensure that all children in a multi-age group have positive experiences.

Children are encouraged to participate in decision making, with their ideas and opinions listened to and if possible, acted upon. This facilitates children sharing ideas and questioning what happens at their Service.

Where possible, the program allows and encourages children to complete long-term projects.

Definitions

Program; In the school age care setting 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's wellbeing, development and learning.'

References

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

Date of Development/review	Date Ratified	Date to be Reviewed
13/10/20	No Change 7/12/20	30/9/23
28/9/23	16/10/23	26/9/26

3.2 Program Evaluation

In order to ensure the Service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the Service regularly reflects on, and evaluates, the structure, process and content of its programs.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care in Australia;
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 1; 2.1; 2.2; 2.3; 3; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.
- Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.

Procedures

The Service will implement a cycle of program planning which incorporates contemporary knowledge and practice wisdom.

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by the Service. This information may be gained through face to face conversations, surveys, enrolment forms and/or other effective means.

Through regular team meetings, the Co-ordinator/Educational Leader, Educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned to ensure that all children have opportunity to achieve the learning outcomes.

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, experience evaluations and learning stories, to ensure the identified learning outcomes for each child are promoted. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Children's comments, suggestions and feedback are recorded in the children's meeting/suggestion forms (book), which is reviewed at regular team meetings for activities and experiences that could be implemented into the program.

Families are invited at parent information sessions and through the Family Handbook to contact the Co-ordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by the Service.

The Co-ordinator/Educational Leader will, on a regular basis at team meetings:

- seek verbal comments from Educators in respect to the effectiveness of the program and practice as it aligns with the Principles, Practice and Outcomes of My Time, Our Place: Framework for School Age Care in Australia and the Service statement of philosophy, and to achieve the program goals; and
- discuss with Educators the ways in which the program could be modified or enhanced as a result of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Educational Leader will, on a weekly basis and take into account the written evaluations and reflections of educators, reflect on and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all Educators and children.

The Co-ordinator/Educational Leader and Educators will, through an ongoing process of self- evaluation, monitor, evaluate and review the program delivery in line with the National Quality Standard and to ensure they fulfill these policies and procedures and any other relevant obligations of the Service.

Considering all feedback received through these procedures, the Co-ordinator/Educational Leader will regularly report in writing to the Approved Provider on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced as a result.

In seeking feedback from parents or Educators, the Co-ordinator will treat all complaints relating to program respectfully in accordance with the Complaints Handling Policy (see Policy 9.5) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

Resources

Australian Government (2010) My Time, Our Place – Framework for School Age Care in Australia

Australian Government (2011) My Time, Our Place – Educator Guide

Date of Development/review	Date Ratified	Date to be Reviewed
13/10/20	No change 7/12/20	30/9/23
28/9/23	16/10/23	26/9/26

3.3 Educators Practice

The Service is committed to providing quality outcomes for children through ensuring that Educators practices reflect the Services philosophy and goals and quality principles as outlined in the My Time, Our Place: Framework for School Age Care in Australia. The Service applies professional standards to guide educator's practices and decision making within the Service and provides opportunities for Educators to acquire the skills and knowledge to enable them to fulfill their role.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- My Time, Our Place: Framework for School Age Care in Australia;
- NQS Area: 1; 2; 3; 4; 5; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3.

Procedures

The Service will strive to ensure that Educators practices:

- foster children's self-esteem and confidence by allowing them to investigate, imagine and explore ideas as well as experiencing pride and confidence in their achievements;
- empower children to make choices, guide their own play and extend their interests with enthusiasm, energy and commitment, through supporting them to understand, self-regulate and manage their own emotions in a way that reflects the feeling and needs of others;
- promote children's sense of belonging, connectedness and wellbeing through consistently positive and genuinely warm and nurturing interactions;
- support children's communication through engaging them in a range of methods from sustained conversations about their ideas and experiences to providing opportunities for music, books etc;
- respect the diversity of families within the community and allow opportunities for children to broaden their understanding of the world in which they live through the investigation of histories, cultures, languages and traditions;
- demonstrate flexibility in program delivery, incorporating children's ideas, culture and interest to ensure experiences are relevant and engaging as well as being creative in the use of equipment and materials to stimulate children's interest and curiosity;
- support children to explore different identities and points of view through play and everyday experiences, acknowledge each child's uniqueness and are aware of, and responsive to, children who may require additional assistance to participate;
- allow and assist children to document their learning experiences using various methods such as photographs, learning stories and/or art and craft displays;
- reflect on planning and implementation of activities in relation to the My Time, Our Place: Framework for School Age Care in Australia and their knowledge of the children's current learning and development through regular completion of activity observations and/or learning stories;

- support all aspects of children's health, ensuring that their individual health and wellbeing requirements are met and supporting them to learn about healthy food, drink and lifestyle choices;
- demonstrate a commitment to children's health and safety through role modelling hygiene and sun safe practices, complying with Service policies and procedures relating to the environment and/or equipment and supporting children to negotiate play spaces to ensure the safety and wellbeing of themselves and others;
- support a balance of indoor, outdoor, planned and spontaneous physical activities and passive experiences for children by encouraging participation in new and/or unfamiliar activities and accepting the children's level of involvement according to their skill and ability;
- demonstrate a commitment to ensuring children are protected through compliance with Service policies and procedures relating to the safety and/or collection of children in the care of the Service;
- demonstrate a commitment to regularly review and update knowledge and/or skills and practices in line with current professional standards and/or guidelines through the development and implementation of a professional development plan, in conjunction with the Service Co-ordinator and in line with identified Service needs;
- support other Educators to achieve the goals as outlined in the Service philosophy and goals by sharing expertise, modelling best practice, providing feedback and leading discussions at regular team meetings;
- support families through creating an inclusive and welcoming environment where sharing of information about their child is encouraged, concerns are responded to in a prompt and courteous manner, suggestions and/or ideas for improvement are acknowledged and additional support agencies are accessed if required;
- support and encourage families and children's involvement in their local and wider community, through participation in appropriate projects and/or events and engaging children in sustainable practices within the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
13/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

3.4 Homework

To support families and children, the Service will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary; with the express understanding that time in school age care may be the optimal opportunity for homework completion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 1.1; 2.3; 3.1; 4.1; 5.1; 5.2; 6.2; 6.3; 7.3;

Procedures

The Co-ordinator may create and keep a homework list with the names of children who are to do homework each day.

Children doing homework will be supervised in a quiet environment, away from the other children if possible.

Educators may assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework.

Date of Development/review	Date Ratified	Date to be Reviewed
13/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

3.5 Excursions

Policy Statement

Excursions are included in the services program as a valuable part of children's learning and leisure. Excursions aim to provide children with enjoyment, stimulation, challenge, new experiences and are a meeting point between the Service and the wider community. Parents and stakeholders are encouraged to contribute ideas and perspectives to the planning of excursions and the included activities. The critical aspect for all excursions is to ensure the safety and protection of children is maintained throughout.

The service management understand the inherent risk and matters of compliance associated with excursions. Therefore, the following steps will be taken by the service before any child will be permitted to leave the premises:

- Risk assessments will be completed for each excursion, identifying all relevant hazards, and ensuring these are appropriately managed/controlled;
- The Approved Provider is to confirm the approval of risk-assessments and activities with significant risk prior to the undertaking of any excursions; and
- Written authorisation from a parent (or relevant authorised nominee) will be obtained by the service management following the preparation and approval of the risk assessment.

Each excursion will be a well-planned and coordinated event. Methodical steps will be carried out and documented to ensure children are safe and enjoyment of the excursion is maximised.

Key Tasks and Responsibilities

Risk-Assessment	The Nominated Supervisor will take the primary lead in developing the risk assessment document. A standardised template will be used for all excursions to ensure all required information is captured. All risk assessment processes will use documentation that satisfies all the legislated requirements for excursion risk assessments, including the specific elements regarding travel. Approved risk assessments developed for excursions will be made available to parents (or relevant authorised nominee).
Transport	All travel for excursions will uphold high standards of safety and protection. Travel procedures contained in this policy only apply to excursion-related travel. To remove any doubt, educators will not be permitted to transport children in their own private vehicle for excursions or otherwise ⁷ .

Authorisations	<p>Parent (or authorised nominee) authorisation will be obtained via the vacation care booking forms (or other alternative authorisation if not part of vacation care). Included in all authorisation forms are the relevant excursion details, including all matters set out in Regulation 102. All authorisations will be stored in a manner consistent with the service's record keeping policy (see Example 7.2 Privacy and Confidentiality of Records). It is the responsibility of the Nominated Supervisor to ensure all authorisations are collected prior to children leaving the service.</p>
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Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.99 Children leaving the education and care service premises
 - R.100 Risk assessment must be conducted before excursion
 - R.101 Conduct of risk assessment for excursion
 - R.102 Authorisation for excursions
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Transport Operations (Passenger Transport) Standard 2010 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related Policies and Procedures

2.4 Arrivals and Departures of Children

3.13 Water Activities and Safety

4.2 Infection Diseases

4.5 Incident, Illness and Injury Or Trauma

4.8 Sun Safety

4.17 Children with Medical Conditions

4.18 First Aid

6.3 Workplace Health and Safety

7.2 Drills and Evacuations

9.9 Acceptance and Refusal of Authorisations

10.24 Privacy

Appendices and Forms

Excursion Risk Assessment Template

Procedures

Excursion Preparation and Planning

Children's age, interests and abilities will be taken into consideration when planning excursions. Comments, suggestions and feedback from children and families will also be **taken into account**. When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially viable and accessible to families.

Alternative arrangements (contingency plans) will be planned in case of changed weather conditions or other unforeseen circumstances.

The Nominated Supervisor is responsible to consult, plan and investigate potential excursion activities prior to the development and approval from the Approved Provider. No excursion is permitted to be facilitated without the endorsement of the Approved Provider.

Each excursion will have a plan prepared to describe the timeline for events and actions. The Nominated Supervisor is responsible for communicating the excursion plan to educators attending.

Excursions Risk Assessments

Both the Approved Provider and Nominated Supervisor are to ensure a comprehensive risk assessment has been documented and endorsed prior to families having the opportunity to book and authorise their child/ren to attend the excursion. Likewise, the Approved Provider and Nominated Supervisor will ensure all children have written authorisation (as expressed below) before they will be permitted to leave the Service's premises.

The Nominated Supervisor will be responsible for facilitating the initial risk assessment for approval. Where possible, the risk assessment should be developed in collaboration with Educators to ensure all **relevant** hazards are identified and adequately controlled. All risk assessments will be prepared on a standardised form to ensure all required details are addressed.

Depending on the level of risk and previous experience, it may be necessary to visit the intended excursion site when conducting the risk assessment. Permission from the Approved Provider will need to be sought before staff are permitted to travel to a possible excursion location.

Exceptions for Regular Outings

A newly developed risk assessment is not required for an excursion if—

- the excursion is a **regular outing**; and
- a risk assessment has already been conducted for the excursion; and

that risk assessment has been conducted not more than 12 months before the excursion is to occur.

Writing the Risk Assessment

All excursion risk assessments will be completed on [standardised templates](#) and cover the following requirements—

1. identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
2. specify how the identified risks will be managed and minimised.

And consider:

3. the proposed route and destination for the excursion;
4. any water hazards;
5. any risks associated with water-based activities;
6. the transport to and from the proposed destination for the excursion, including:
 - a. the means of transportation;
 - b. any requirements for seatbelts or safety restrains under Queensland law;
 - c. the process for entering and exiting
 - i. the Service's premises; and
 - ii. the pick location and/or destination
 - d. procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking/disembarking;
7. the number of adults and children involved in the excursion;
8. given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. lifesaving);
9. the proposed activities;
10. the proposed duration of the excursion; and
11. the items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Endorsement of Risk Assessments

Excursion Risk assessments will be required to be endorsed by the Approved Provider. The Nominated Supervisor should make the risk assessment available to the Approved Provider ensuring sufficient time for consideration and approval.

Any risk assessments prepared for Vacation Care programs should be submitted to the Approved Provider (P&C Executive) no later than one meeting prior to the holiday period (e.g. risk assessments would be tabled at March P&C meeting for an April holiday period)].

Authorisation for Each Child's Participation

Written authorisation from a parent (or other persons named with authorisation on the enrolment form), will be held by the Service before the child is to be taken off-site. The Service's booking forms (typically the Vacation Care booking form) will be created in a manner to provide and collect all relevant details from the parent or authorised nominee.

The written authorisation for an excursion must contain:

1. the child's name;
2. the reason the child is to be taken outside the premises;
3. the date the child is to be taken on the excursion (unless the authorisation is for a regular outing);
4. a description of the proposed destination for the excursion;
5. the method of transport to be used for the excursion;
6. the proposed activities to be undertaken by the child during the excursion;
7. the period the child will be away from the premises;
8. the anticipated number of children likely to be attending the excursion;

9. the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion;
10. the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
11. that a risk assessment has been prepared and is available at the Service.

All authorisations will be stored in a manner consistent with the protocols set out in [Example 7.2 Privacy and Confidentiality of Records](#).

Carrying Out the Excursion

Viability of Excursion

Limited bookings impacting viability may result in the excursion being cancelled. Contingency plans should be created for all planned excursions. Communication with impacted families will occur at the earliest possible convenience. Any complaints and feedback can be handled as per the relevant policy.

Tasks Prior to Departure

1. The Nominated Supervisor will ensure the excursion checklist has been reviewed at least one day prior to the excursion.
2. All educators attending the excursion must read and **confirm their understanding and capacity to follow** the relevant and specific excursion risk assessment/s, prior to attending on the day.
3. The Nominated Supervisor will ensure all elements of the excursion checklist have been actioned/addressed prior to departing for the excursion.

During the Excursion

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

Educator practices will reflect the actions outlined in the risk assessment, including plans to manage transportation safety.

The following items will be taken on all excursions and be readily accessible to educators at all times:

- First aid kit, medications and forms, medical management plans and medical devices as required;
- Attendance record/roll and staff roster;
- Emergency contact details and numbers for **children's parents/authorised contacts** and staff; and
- A telephone or access to one.
- The service camera/phone/ipad will be taken on the excursion for educators to record and document children's experiences.
- **Resources to support health and wellbeing such as sunscreen, drinking water and hats etc**

Supervision

Unless otherwise specified in the risk assessment the following procedures will be practiced on excursion:

- Face counts will be made at regular intervals and when moving from one area to another.
- educators will provide active supervision, ensuring the appropriate educator to child ratios **determined for the excursion** are maintained at all times.

- toilets and change rooms - where no male (or female) educator is available to supervise the boy's toilets (or girls toilets), female (or male) educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain in suitable proximity to the toilet area until all child/ren have returned.
- educators will satisfy themselves that all environments are safe for use before allowing the children access to it.
- children will not be left in the sole care and custody of bus drivers (unless the driver of the Bus is an employee/educator of the service) or any other persons during excursions.

In the event of injury occurring during an excursion, procedures as set out in the 4.5 - *Incident, Illness, Injury or Trauma Policy* will be followed.

Excursion Evaluation and Reflection

Educators will inform the assessment of the evaluation of the excursion. Typical observations and documentation addressing the children's **wellbeing, learning and development** outcomes will be recorded. Additionally, at the next team meeting, the excursion and risk management plans will be evaluated collectively. Where improvements have been identified, these ideas will be recorded and implemented in future plans for excursions.

Excursion Transport and Travel

The following transportation and travel procedures only relate to travel occurring as part of an excursion.

Selecting Transportation

The Service will ensure any transportation of children upholds all relevant legislation and guidelines, including:

- Any vehicles used must be registered for the purpose and in suitable (roadworthy) condition.
- Drivers are to be suitably licensed to carry the required number of passengers.

Seatbelts and Restraints

In the case of children being transported in a bus (or car), the following legislative guidelines will be followed:

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required, however, where possible the Service will select buses/coaches with seatbelts as a preference.
- Australian Standard (AS/NZS 1754) child restraints are required for four to seven-year olds when traveling in a car (other than taxi) or a van/bus with 12 or less seats. In these circumstances all passengers have to wear seatbelts.
- Public transport - child restraints are not required on buses
- Use of personalised transport services such as taxi, limousine and ride-booking services should comply with the transport service's requirements.

Transitioning Between Transport, Premises and Destinations

The risk assessment prepared for the excursion will set out the specific steps for children—

- Entering and exiting the service's premises, pick-up location and destination, and
- Embarking and disembarking the means of transport, including how children will be accounted for

Generally, the process will be a face count or roll to account for children periodically throughout the excursion and for critical points such as transitioning between locations. Specific steps will be developed as per the context of the excursion.

Locations for travel embarking and disembarking will consider the relevant risks, where possible the safety location will be selected for transitioning. Consideration will be made to appointing a particular educator to the role of accounting for children as they transition between the means of transport and relevant locations.

Vehicle Breakdown/Accident

In the event of an incident occurring during an excursion, procedures as set out in the *Incident, Illness, Injury or Trauma* Policy policy be followed. While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

Where this results in a late return to the service, every effort will be made to notify parents e.g. a message notification or email sent to parents.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
20/2/24	20/5/24	26/9/26

3.6 Transportation other than Excursions

Policy Statement

The service does not provide or arrange transportation for children to or from the service. The service will only arrange transportation for the purpose of an excursion.

Any transportation arranged by a parent is not within the scope of this policy. To remove any doubt, OSHC recognises children are considered to be under the care of an education and care service at the point the service is taken to assume responsibility for their care and wellbeing. The National Law and National Regulations will then apply at this time. To ensure the Approved Provider can reasonably discharge their responsibilities and duties for the safety, health and wellbeing of all children, the service will only allow for transportation that is not arranged or coordinated in any part by the service.

To remove any doubt, Educators will not be permitted to transport children in their own private vehicle for excursions or otherwise.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.102A Application of Division
 - R.102B Transport risk assessment must be conducted before service transports child
 - R.102C Conduct of risk assessment for transporting of children by the education and care service
 - R.102D Authorisation for service to transport children

- R.102E Children embarking a means of transport—centre-based service
- R.102F Children disembarking a means of transport—centre-based service
- R.168 Education and care service must have policies and procedures
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.175 Prescribed information to be notified to Regulatory Authority
- R.176 Time to notify certain information to Regulatory Authority

National Quality Standard, Quality Areas:

- QA2 – Children's health and safety
- QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- ACECQA - Safe transportation of Children Safety Checklist and regular transportation record
- ACECQA - Information sheet – Changes to regular transportation of children

ACECQA - Information sheet - Guidance for adequate supervision during transportation

Related Policies and Procedures

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Initiating a change in providing transport	The Approved Provider will establish the policy and ability for the service to provide transport. Should they change their position, they will be responsible for coordinating the update to policy, procedures, risk assessments and notification.
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Procedures

Should the Approved Provider make changes to their policy for providing transportation other than for excursions (including arranging transportation), then the following will occur—

1. A change in policy to comply with Regulation 102A-102F, including:
 - a. Development of risk assessment.
 - b. A process to obtain authorisation.
 - c. Procedures for embarking and disembarking the means of transport.
2. Notification to parents to the change in policy
3. Notification to the Regulatory Authority (within seven day) if there are changes to providing or arranging transportation.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	30/9/26
19/3/24	20/5/24	30/9/26

3.7 Physical Activity

The Service aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care;
- Duty of Care;
- NQS Area: 1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 5.1; 5.2; 6.2; 6.3; 7.1; 7.2; 7.3.

Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with special/additional needs;
- support children to create their own games and experiences.

Educators will encourage children to help plan and set up physical play activities and equipment.

Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.

Educators will act as good role models by becoming involved in and enjoying children's physical activities.

Amount and types of Physical Activity

OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12-year old (60min per day) as published by the Australian Government Department of Health and Ageing.

Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.

To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.

The Service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and supportive environments

Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.

All physical activity sessions will be adequately supervised by an educator/s.

In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

Educators and children wear broad-brimmed or legionnaires hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 4.8 – Sun Safety).

During outdoor play, children will be encouraged to play in shaded areas.

Drinking water is readily available with Educators encouraging children to access it.

Equipment

A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

All play equipment is regularly maintained and cleaned with broken items identified and removed.

Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning about physical activity

Educators inform children about the importance of physical activity for future health and wellbeing.

Physical activity information and guidelines for parents is available at the Service.

There is allowance in the Service budget for Educators to attend training in relation to physical activity for children.

Appropriate physical activity manuals and other resources are available at the Service.

This policy was adapted from Qld Health 'Panosh' Physical activity policy for OSHC.

Date of Development/review	Date Ratified	Date to be Reviewed
13/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	30/9/26

3.8 Extra-curricular Activities

The Service recognises that extra-curricular activities provide opportunities for children to engage in enriching extension programs which support their growth and development. Where possible, the Service will work with local and wider community groups to support the provision of such activities within the legislative framework for OSHC.

The Service understands, from time to time, extra-curricular activities may be provided within or close to the school grounds and that some families may wish to access these for their children who are attending OSHC. It is therefore essential to implement practices which support the needs of children and families without compromising the capacity to provide quality care for all children attending the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 1.1; 1.2; 2.3; 4.1; 6.1; 6.2; 6.3; 7.3;

Procedures

The family shall be responsible for informing the OSHC Service of any extra-curricular activities that the child/ren may be involved in while enrolled and registered to attend the Service. This may be done by completing the extracurricular activities form (see Appendix 1).

The Co-ordinator shall discuss with the family the impact that this may have on the Service. Such discussion shall include whether the child will be signed out of care by the OSHC or the activity provider and who shall be responsible for collecting the child and/or returning them to the Service when the activity is over.

Suitable negotiations and arrangements shall be made to decide whether or not the Service will be able to provide additional assistance to the family in having their request met if they are asking for their child/ren to be dropped off or collected from the activity (see policy 3.11 – Escorting Children).

In making an appropriate decision, the Co-ordinator shall be required to consider:

- the accessibility and availability of Educators to fulfil such functions;
- legislative implications for the Service such as maintaining ratios;
- any financial implications or impacts on the Service;
- any negative impacts on other children attending the Service who are not directly involved in the extra-curricular activity;
- manageability.

The Coordinator shall maintain the right to make an appropriate decision regarding possible arrangements.

The family shall maintain the right to appeal the decision of the Co-ordinator through the Service's grievance procedure. This should be directed to the Approved Provider following procedures set out in the Service Complaints Handling Policy (see Policy 9.5).

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	30/9/26

3.9 Creative and Expressive Arts

The Service recognises that by providing access to creative and expressive arts opportunities for children it encourages them to have fun, enjoyment, mastery and success. Children are encouraged to work collaboratively with Educators and other children, to initiate and contribute to experiences from their own ideas.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- My Time, Our Place: Framework for School Age Care in Australia

- NQS Area: 1.1; 1.2; 2.3; 3; 4; 4.2; 6.3; 7.1; 7.2; 7.3.
- Policies: 3.1 – Educational Program Planning, 3.3 – Educators Practice, 6.2 – Provision of Resources and Equipment.

Procedures

When planning creative and expressive arts experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar creative and expressive arts experiences.

Educators will ensure the program provides a balance of planned experiences as well as those which are spontaneous and child initiated.

Educators will encourage children's efforts to extend and express themselves creatively by providing open ended resources and materials, musical instruments, dress-ups, cd's and/or a stereo.

When setting up creative and expressive arts experiences, Educators will set the area up in such a way as to:

- promote safety for children of different age groups and capabilities;
- stimulate children's interest and curiosity by being creative in their use of equipment and materials;
- offer a range of challenges and experiences, inviting children to explore, discover and experiment;
- facilitate the inclusion of children with special/additional needs;
- support children to create their own experiences.

Educators will encourage children to help plan, set up and document creative and expressive activities and experiences.

Educators will allow sufficient time and space for children to engage in sustained or extended activities based on the interest and capabilities of the children.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	30/9/26

3.10 Ethical Observations and Documentation

The Service acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered. We acknowledge that children's participation and experiences may be documented in different ways, depending on the context of the observation. Other documentation about children is needed to record health and wellbeing matters.

The service supports ethical decision making when observing and documenting information about children. The procedures for ethical decision making in this regard are described in 3.10.1.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- My Time, Our Place: Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 1.1; 1.2; 2.2; 2.3; 3.2; 3.3; 4.2; 5.2; 6.3; 7.1; 7.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.10 – Reporting Guidelines and Directions for Handling Disclosure and Suspicions of Harm, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 8.1 – Role and Expectation of Educators.

Procedures

The Service shall draw upon the My Time, Our Place: Framework for School Age Care in Australia in guiding practice and will use this framework as a foundation for observational recording.

The Service shall take a collaborative approach to the documenting of children's participation in the program as Educators work with children to document their experiences and learning through a variety of methods that may include:

- diary entries;
- Anecdotal records;
- photographs;
- journals
- learning stories;
- programming notes and plans;
- child wellbeing forms; and
- evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with additional needs and/or medical concerns.

As part of the Services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the Services' identified outcomes and/or goals are met.

The Service may from time to time require educators to document observations, particularly in respect to behavior incidents or issues relating to child protection matters.

Educators will be guided by ethical standards for observing and documenting children's participation and engagement in OSHC (see 3.10.1).

The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.

Educators shall receive appropriate training and support to develop their observational recording skills.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No change 7/12/20	30/9/23

26/9/23	16/10/23	30/9/26
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3.10.1 Ethical Standards for Documented Observations

Honesty

Strive for honesty in all documented observations. Honestly present data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent information. Do not deceive colleagues, authorities, families, children or the public.

Objectivity

Strive to avoid bias in collecting, organising, synthesising or analysing where objectivity is expected or required. Avoid or minimise bias or self-deception.

Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of activities, such as data collection, program design, and correspondence.

Openness

Share data, results, ideas, tools, resources. Be open to feedback and new ideas.

Respect for Intellectual Property

Honour patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give proper acknowledgement or credit for all contributions to research. Never plagiarise.

Confidentiality

Protect confidential communications, such as personnel records and child/family records.

Responsible Publication

Publish in order to share knowledge and information that may be genuinely helpful to others.

Responsible Mentoring

Help to educate, mentor, and guide others. Promote wellbeing and allow others to make their own decisions.

Respect for colleagues

Respect your colleagues and treat them fairly.

Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

Non-Discrimination

Avoid discrimination against colleagues, children or families on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity.

Competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in the profession as a whole.

Legality

Know and obey relevant laws and institutional and governmental policies.

Human Subjects Protection

When conducting research concerning children and families, minimise harms and risks and maximise benefits; respect human dignity, privacy, and autonomy and take special precautions with vulnerable populations.

* Adapted from Shamoo A and Resnik D. 2015. [Responsible Conduct of Research, 3rd ed.](#) (New York: Oxford University Press).

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	30/9/26

3.11 Escorting Children

The Service seeks to maintain the health, safety and wellbeing of children and Educators by ensuring that appropriate procedures are implemented with regards to escorting children between the OSHC Service, school and/or any other designated activity/venue.

The Service also acknowledges that, from time to time, families may arrange for their child to participate in extra-curricular activities whilst enrolled at OSHC. Any arrangements for escorting to and/or collection from these activities will be in accordance with this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Guardian Act 2014;
- Duty of Care;
- NQS Area: 2.3; 4.1; 6.1; 6.2; 7.3;
- Policies: 2.3 – Educator Ratios, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 9.3 – Communication with Families.

Procedures

The Service will seek written permission from a parent/guardian (or authorised nominee) for any activity requiring their child/ren to be escorted to/from the OSHC premises, including for the purposes of excursions (Extra-curricular permission form (Appendix 1) & Excursion Permission Form (Appendix 3)).

If the excursion/outing is a regular one, written permission is only required to be obtained once in a 12-month period, unless there is significant change (i.e. building works).

Parent/guardian permission shall be obtained prior to the planned excursion or activity. Information included as part of the parent permission will include, but not be limited to:

- reason for excursion or planned activity;
- date and description of planned activity;
- method of transport and proposed travel time.

The Service shall develop a risk assessment and implement a management plan to ensure the safety and wellbeing of all children and Educators during excursions/escort periods. All Educators will need to read and sign off on risk assessments prior to excursions or escorting of children.

The Service shall maintain an appropriate ratio for excursions and/or activities where children are required to be escorted to another area.

The Service shall ensure confidential storage and maintenance of parent/guardian permission relating to excursions and/or escorting of children.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No Change 7/12/20	30/9/23
29/9/23	16/10/23	30/9/26

3.12 Environmental Responsibility

The Service is committed to ensuring policies and procedures developed as part of the program, minimize environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The Service is also committed to establishing sound environmental practices relating to all operational aspects of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994 and Regulation 2008;
- NQS Area:1.1; 3.3;
- Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 6.5 – Use and Maintenance of Air Conditioning, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.3 – Communication with Community, 9.6 – Parent and Community Participation.

Procedures

The Coordinator and Educators are encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the Service program and routines, including (but not limited to):

- recycling food scraps;
- using recycled items in craft activities;
- recycling scrap paper for use;
- establishing a garden and using the produce in the service menu;
- collecting rainwater and using it to water the garden;
- establishing composting or worm farms for scraps;
- creating play spaces for children to interact with the natural environment; and
- undertaking regular reviews of sustainable practices within the service.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for Educators, children and families at the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

3.13 Water Safety

Policy Statement

The Service acknowledges that water activities are a significant part of our Queensland culture and typical leisure activities for children. The service has an opportunity to include water activities as part of the program to promote health, play and leisure. The procedures contained in this policy are designed to address the inherent risks associated with swimming and water-based activities.

The Service recognises that the safety of children in and around water is of the highest priority, with effective supervision being a key determinate of safety. Throughout all water activities, children will be closely supervised. Likewise, risk assessment and planning will be fundamental to ensure the environment and systems to protect children are adequate.

To remove any doubt, the scope of this policy includes swimming activities, water play and excursions in or near water. The safe consumption of water is addressed in Policy Group 5.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

Education and Care Services National Law

- s.165 Offence to inadequately supervise children
- s.167 Offence relating to protection of children from harm and hazards

Education and Care Services National Regulations:

- R.89 First aid kits
- R.90 Medical conditions policy
- R.97 Emergency and evacuation procedures
- R.98 Telephone or other communication equipment
- R.99 Children leaving the education and care service premises
- R.100 Risk assessment must be conducted before excursion
- R.101 Conduct of risk assessment for excursion
- R.102 Authorisation for excursions
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.172 Notification of change to policies or procedures

National Quality Standard:

- QA1 – Educational program and practice
- QA2 – Children's health and safety
- QA3 – Physical environment

Additional Regulatory Context and Guidance

- Work Health and Safety Act 2011
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- [Managing risks at publicly accessible pools - Information guide for owners, operators and controllers of public swimming pools](#)

Related Policies and Procedures

2.23 Interactions and Relationships with Children

3.5 Excursions

4.1 General Health and Safety

9.2 Enrolment

9.9 Acceptance and Refusal of Authorisations

9.11 Enrolment Management

10.24 Privacy

10.28 Record Keeping and Retention

Appendices and Forms

Swimming Ability Form

Key Tasks and Responsibilities

Risk Assessment	The Nominated Supervisor will be responsible for developing the relevant risk assessment that must be endorsed by the Approved Provider. The Nominated Supervisor will also be responsible for the collection of authorisations and swimming ability information.
Swimming Supervision	The Nominated Supervisor is responsible for developing a suitable supervision plan for the activity and educators are responsible for collectively working together to follow these instructions, including sun safety.

Procedures

Identifying Hazards and Assessing Risk

The service's premises will be free from water hazards. Any use of the school pool will be treated as an excursion. The relevant procedures, including risk assessment and authorisation will be followed (see 3.5 Excursions)

Specific Practices for Swimming Activities

The choice to and where swimming will occur by the assessment of the service's capacity to ensure the activity can be carried out safely. All bodies of water present a significant risk to children; therefore, the implementation of swimming activities will also ensure the following procedures are followed:

Risk Assessment and Supervision

A comprehensive risk assessment of the swimming venue and activity will be conducted to determine the required educator to child ratio and skills/qualifications required. A plan for supervision in and out of the water will also be developed. It is expected that during the swimming activity educators could be positioned both in and out of the water to promote a complete, coordinated and active level of supervision of children in and around the pool area.

The service will also consider the needs for first aid and CPR trained educators beyond the minimum regulation requirements.

Safety Equipment and Inspection of Environment

Consideration will also be given to the capacity of educators to rescue children from water and any relevant equipment required. A list of required items will be created within the risk assessment. On the day of the swimming activity a suitably experienced educator will inspect all listed safety equipment and the pool area to ensure all required elements are available and in good repair.

Understanding Ability

Parents/guardians must complete a 'Swimming Ability Form' for each child attending a swimming activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water:

- The swimming ability form will direct the supervision, support and water depth of the children will access throughout the activity.
- Parents will be informed of the practices to support the safety of children, as a result of their ability.

To remove any doubt, the service will ensure children requiring any additional support are considered. The service will collaborate with parents to address specific support plans, where relevant. Swimming will not occur unless it can be carried out safely.

Sun Safety

The services' Sun Safety policy will be followed throughout. This includes the use of sunscreen and sun-safe swimwear. Educators will role-model the same expectations.

Practices for Other Non-Swimming Water Activities

While non-swimming water activities are far less likely to contain the same level of drowning risks, consideration will be given to any relevant hazards. Should an activity present with increased risk to health and safety, a risk assessment will be created and followed.

Services located on a site with a swimming pool

In addition to the above-mentioned points, the service will undertake the following if there is a swimming pool located within the school premises where the Service Approval has been obtained:

- Detail the terms of use of the swimming pool in the occupancy agreement negotiated with the school Principal;
- Manage authorisations (permissions) to use the swimming pool as a **regular outing**.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26
20/2/24	20/5/24	26/9/26

3.13.1 Water Activities Risk Management Plan

Refer to the Services Risk Management Plan.

Date of Development/review	Date Ratified	Date to be Reviewed
23/10/20	New 7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

3.13.2 Swimming Permission/Ability Form

Swimming Permission/Ability Form

20/10/20 (Policy and Procedures 3.13.2)

Childs Name		Class	
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I, as parent/guardian of the above child, give my permission for them to participate in swimming at Mayfield State School Outside School Hours Care.

Swimming ability:

- Non-swimmer (Cannot support themselves in water)
- Novice (can support themselves in shallow water and are capable of moving short distances <5m)
- Intermediate (can support themselves in deep water and can swim a length of the pool)
- Advanced (can support themselves in deep water and can swim many lengths of the pool)

Please indicate any special needs or disabilities:

Parent/Guardians Name:	
Signature:	Date:

Date of Development/review	Date Ratified	Date to be Reviewed
23/10/20	New 7/12/20	30/5/22

3.14 Valuing Diversity, Culture and Reconciliation

The Service supports, respects and actively promotes principles of diversity and equity. These principles are seen as integral to embedding culturally diverse experiences within the Service's day to day program for children. Educators, children and families are encouraged to share relevant aspects of their culture thus enabling the Service to make informed and appropriate responses to the multiple ways of being and belonging.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Qld Anti-Discrimination Act 1991
- NQS Area: 1.1; 5.1; 6.1; 6.2; 6.3; 7.3;
- Policies: 2.1 – Respect for Children, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 5.6 – Menu Development, 8.4 – Educator Professional Development & Learning, 9.2 – Enrolment, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.6 – Parent and Community Participation.

Procedures

Management, Co-ordinators, staff and Educators shall be committed to providing a Service which embraces children and their families holistically. They will be active, focused and reflective in embracing principles of social justice and demonstrate sensitivity and respect for cultural differences.

Coordinators, Educators and staff support children's cultural experiences through:

- talking about culture with children;
- responding to children's curiosity about culture with thoughtful and appropriate experiences;
- encouraging children to value the multiple ways of seeing, being and belonging;
- actively challenge bias through conversations; and
- demonstrate principles of equity and anti-bias through their own behaviour and interactions with others.

Coordinators and Educators will actively seek opportunities to develop their own knowledge and skill demonstrating their commitment to cultural competence.

Management, Coordinators and Educators will collaborate with families and explore opportunities to embed culture within the program's experiences and activities.

Management, Co-ordinators and Educators will demonstrate value and respect for Australia's Aboriginal and Torres Strait Islander cultures and collaborate on the development of a reconciliation plan (3.14.1) which includes:

- identifying the local elders within the community;
- building a relationship with local elders and exploring ways in which these elders can share in the Service's plan for reconciliation;
- including an 'Acknowledgement to Country' in appropriate ceremonies and events; and
- other aspects as seen relevant to promoting respectful partnerships between the Service and the Aboriginal Torres Strait Islander community.

Date	of	Date Ratified	Date to be Reviewed
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Development/review		
23/10/20	No change 7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

3.14.1 Australia's Aboriginal and Torres Strait Islander Reconciliation Action Plan

The Service has a Reconciliation Action Plan and utilises the Narragunnawali website.

Date Development/review	of	Date Ratified	Date to be Reviewed
23/10/20		New 7/12/20	30/9/23
26/9/23		16/10/23	26/9/26

3.15 Cooking with Children

The Service acknowledges the value of offering experiences that develop children's life skills as part of the program including food preparation and cooking experiences. The Service also recognises that children's competence and skill level with food preparation and cooking activities will vary therefore effective risk assessment and management procedures are implemented to ensure children's safety.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- NQS Area: 1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition, 5.5 – Cleaning and Sanitising, 5.6 – Menu Development, 6.1 – Space and Facilities, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.

Procedures

Cooking experiences will be regularly provided as part of the Service program to enhance children's life skills and provide an opportunity to promote healthy eating.

The Service may require families to give written permission prior to their child participating in cooking activities that include cutting with knives and/or using hot cooking utensils and equipment.

When planning cooking experiences for the program, Educators will ensure healthy food options are considered as first preference with occasional foods being kept to a minimum.

Cooking experiences shall have a completed risk assessment conducted prior to implementing the experience. Such an assessment should consider as a minimum:

- the risk benefit analysis;
- ingredients and allergies;
- cooking utensils available;
- exposure to extreme heat;
- hygiene; and
- food preparation practices.

Date Development/review	of	Date Ratified	Date to be Reviewed
23/10/20		No change 7/12/20	30/09/23
26/9/23		16/10/23	26/9/26

POLICY GROUP FOUR:

Children's Health and Safety

4.1 General Health and Safety

This Service strives to provide a safe, clean and healthy environment where safety and hygiene procedures are practiced at all times to promote and support the health, wellbeing and safety of children, recognising particular needs of children in this respect, and of Educators, staff members, parents and others coming to the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- NQS Area: 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 6.1; 6.2; 6.3; 7.1; 7.3.

Procedures

The enrolment procedures (see Policy 9.2) will include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements) and any other specific needs of their children.

The Co-ordinator will ensure that all Educators and other staff members are aware of all such specific notified needs.

The Co-ordinator will ensure that Educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, allergic reactions, basic first aid and special dietary requirements.

The Co-ordinator must ensure that, at least one Educator with the required first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under *Education and Care Services National Regulations 2011* (Part 4.4, 136(1)), is in attendance at any place children are being care for, and immediately available in an emergency, at all times children are being cared for (i.e. children go to oval or park, then a qualified first aid person must go with them).

To ensure the environment is safe for children, the Co-ordinator will be responsible to ensure that the relevant daily safety checklists (see Appendix 6) are completed, prior to the children having access to those areas.

Educators will ensure that equipment is:

- cleaned as per the cleaning checklist;
- used safely by the children, and;
- is used for its correct purpose.

Risk assessments will be conducted for high risk activities and/or events including excursions.

Educators will actively supervise children within their area.

Educators will ensure that they, and the children, have applied a SPF30+ sun screen and wear a broad brimmed or legionnaires hats prior to outdoor play. Timing of outdoor activities will be guided by the Sun Safety Policy (see Policy 4.8), specifically the UV rating for the day.

Educators will ensure that all food handling and storage procedures are followed to prevent the risk of contamination.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.2 Infectious Diseases

Policy Statement

The purpose of this policy is to establish guidelines for preventing and controlling the spread of infectious diseases in our service. We recognize that infectious diseases can pose a significant risk to the health and well-being of children, families, and staff, and therefore, we are committed to implementing effective measures to prevent and control the spread of infectious diseases in our service.

Limiting the spread of infection is a shared responsibility – it requires parents to partner with the service to isolate (exclude) children who are contagious to ensure they remain away from OSHC. Likewise, the service has duties to ensure the environment remains clean, and parents are aware of any occurrences (to monitor for symptoms). Immunisation also has a strong role to play in limiting the spread of infection. The service has created expectations for immunisation for this purpose.

The service may implement further strategies and protocols in accordance with relevant government health guidelines relevant to public health, including any pandemic response.

Key Tasks and Responsibilities

Information Sharing	The Nominated Supervisor will be the primary contact for communicating the requirements of the service, including notifying any occurrences to parents.
Exclusion Requirements	Should a child be required to isolate from the service, the Nominated Supervisor or Responsible Person will communicate these requirements to the parents.
Health and Hygiene Practices	All educators are to follow the service's health and hygiene practices, especially when carrying out tasks that may spread infection or illness.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.172 Offence to fail to display prescribed information
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.88 Infectious diseases

- R.103 Premises, furniture and equipment to be safe, clean and in good repair
- R.104 Furniture, materials and equipment
- R.160 Child enrolment records to be kept by approved provider and family day care educator
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children's health and safety

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Public Health Act 2005 (Qld)
- Work Health and Safety Act 2011
- NHMRC - [Staying healthy: Preventing infectious diseases in early childhood education and care services.](#)

Related Policies and Procedures

2.14 Bookings and Cancellations

2.23 Interactions and Relationships with Children

9.2 Enrolment

9.11 Enrolment Management

10.24 Privacy

10.28 Record Keeping and Retention

Procedures

Monitoring for and Responding to Occurrences of Infectious Disease

The Nominated Supervisor will ensure they keep up to date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au).

The current NHMRC resource '[Staying Healthy in Childcare](#)' will be referred to when making decisions in regard to **communicable** infectious diseases and/or exclusion periods. Fact sheets may also be accessed through the Queensland Health website.

Informing the service of Infectious Disease

It is the responsibility of parents/caregivers to **inform** the Nominated Supervisor of any infectious disease that their child, or other immediate family members may be suffering. **Parents/caregivers are advised through the enrolment process and the Family Handbook that children who are ill are not to be brought to the service.**

Notwithstanding the responsibilities of parents, the presentation of an illness may not commence in the home environment but during a session of care. Children becoming ill at OSHC will be managed by the steps contained in [4.5 Incidents, Illness, Injury, and Trauma Policy](#). Fundamentally, the service cares for the child's wellbeing while the service limits any potential spread, including a request to collect the child.

It is the responsibility of Educators to inform the Nominated Supervisor of any infectious disease that the staff member, **and if appropriate**, immediate family/**household member of the educator**, may be suffering. The Nominated Supervisor, Approved Provider and staff member will consult on risk and suitable management plans (including exclusion, if necessary). **It is expected that an employee will not present to the workplace where there is a risk of spreading an infectious condition.**

Parents

Where the service has been informed of an instance of infectious disease being potentially exposed to children attending the service, the following will occur—

- A notice stating the occurrence will be displayed at the service in a prominent location.
- The Nominated Supervisor (or relevant delegate) will send an email to all parents notifying of the occurrence.

To remove any doubt, in the communication of the occurrence of an infectious disease, the privacy of the individuals will remain confidential. Parents will be informed of the symptoms and any treatments or relevant exclusion periods.

Responding to Occurrences

The Nominated Supervisor is to use their professional judgement to inform the Approved Provider, via email or agreed method of communication, of any significant infectious disease occurrences reported to the service. The Nominated Supervisor will also provide details of the service's response including relevant guidelines to prevent the spread of the infectious disease. The Approved Provider will express any additional action to be undertaken to ensure all reasonable steps have been followed.

Additional Reporting

Depending on the circumstances, the service may be responsible for reporting to Queensland Health. The Nominated Supervisor will notify the Approved Provider when intending to report an infectious disease case to Queensland Health.

Depending on the seriousness and circumstance, the Nominated Supervisor may be required to follow the 4.5 Incident, Illness, Injury or Trauma policy and report a notification to the Regulatory Authority. Records of infectious disease will be compiled and retained by the Nominated Supervisor (4.5 Incident, Illness, Injury or Trauma). These records will include:

- Child's name.
- Child's age.
- Symptoms.
- Date and time when educators first noticed the illness.
- Date and time the record was written.
- What action was taken.
- Details of notification to parents.

This record will be stored confidentially see 10.8 Information Handling (Privacy & Confidentiality)

Exclusion Due to Occurrence of Infectious Disease

All people, including children and educators, who are suffering from any infectious diseases need to be excluded from the service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:

- For children, their parents/guardians will be asked to immediately collect their child, and if relevant, asked to seek medical advice
- For educators staff or any other adult, they will immediately be released from work (or requested to leave) and not return for at least the period set out for the symptom/infectious disease.

- For diseases which are published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be provided before the child/educator is re-admitted to the service.

Consistent with the NHMRC guidelines, people with the following symptoms must not attend the service for at least the relevant exclusion period (may be longer if multiple cases)-

Vomiting	24 hours without symptoms.
Diarrhoea	24 hours without symptoms (or 48 hours where confirmed norovirus).
Influenza and influenza-like illness	Until symptoms have resolved, normally 5–7 days.

Immunisation

All children must meet the Australian Federal Government's immunisation requirements or have a valid exemption for the family to be eligible for the Child Care Subsidy (CCS). Parents will be asked to verify their child's immunisation status **when they enrol, with a copy of relevant evidence potentially sighted.**

While the service will accept enrolments of children who are not immunised, children and educators will be excluded from the service if there is an outbreak of an infectious disease against which they have not been immunised. **Relevant cancellation periods and absences still apply (2.14 Bookings and Cancellations).** The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations.

Hygiene Practices

As an enduring protective measure, and consistent with the recommendations of 'Staying Healthy in Childcare', the service will implement routine hygiene practices to prevent the spread of infectious disease. These practices include:

Effective Hand Hygiene

A very effective method to prevent the transmission of disease and illness is through effective hand hygiene. Washing hands with soap and water is the preferred method as it removes both dirt and germs/viruses from the hands. Where soap and water is not available, then alcohol-based hand rub (sanitiser) can be used as alternative (or in combination).

Facilities	<ul style="list-style-type: none"> • The Approved Provider will ensure adequate handwashing facilities are available for children and educators to wash their hands readily. • The Nominated Supervisor will manage supplies and resources. The service will ensure enough stock is kept on-site to replace items like soap and paper towel as needed. • Appropriate signage will be displayed near the handwashing facilities to encourage effective handwashing behaviours.
Hand Washing Practices and Expectations	<ul style="list-style-type: none"> • Educators and children will wash and dry their hands with soap, water and disposable towel when: <ul style="list-style-type: none"> ○ Handling, preparing, and eating of food. ○ Before and after administering first aid. ○ After toileting, handling of animals or other activities which could lead to the spread of infection. ○ After coughing, sneezing, or blowing their nose. • After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.). • In the first instance, soap and running water is the preferred method to ensure clean hands. • Hand washing (scrubbing hands) should last at least 20 seconds. • Where possible, children will be supervised or otherwise monitored during handwashing to promote effective techniques and skills.
Hand Sanitisers	<ul style="list-style-type: none"> • Hand sanitisers will not typically replace soap and running water, however, in certain situations such as on excursions when soap and running water are not available a hand sanitiser may be used. • Hand sanitisers will only be available with adult supervision.

Personal Hygiene

General hygiene practices that are not only courteous but are effective in limiting the spread of illness will be modelled by educators and promoted amongst children. These include:

- Everyone (children and educators) should cover their mouth and nose with a tissue, sleeve or a flexed elbow when coughing or sneezing.
- Children will be reminded to avoid touching their eyes, nose or mouth.
- Children who become sick will be isolated from other children, while the parent is called to collect them.

Personal Protective Equipment (PPE)

Gloves	<ul style="list-style-type: none"> • Gloves will be used— <ul style="list-style-type: none"> ○ When coming into contact with bodily fluids (e.g. blood, mucus, faeces etc.). ○ Food preparation. ○ Cleaning activities. • Used gloves are to be disposed of immediately after use and will be inaccessible to children. • Educators will thoroughly wash their hands once gloves are removed.
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Masks

- Masks will only be required when stipulated by a relevant public health directive.
- However, masks can be worn (and are made available) for children and educators who wish to wear them.

Physical Environment

Hygiene and Health Promotion

- Signs and posters will be strategically placed around the service to alert children to the need for and the steps to follow for effective hand hygiene.
- Educators will endeavour to observe children's practices when washing hands and any relevant activities to support hygiene. Educators will provide verbal reminders of effective procedures to follow.

Service Cleanliness

- Work health and safety practices, including daily routines and checklists will support the service's commitment to maintain a hygienic and clean environment for children and others. Routine cleaning and disinfecting includes:
 - The kitchen environment.
 - Frequently touched surfaces (e.g. door handles).
 - Toilet facilities.

This will additionally be supported by:

- Ensuring all toys, dress-up clothes, paint shirts and other materials and resources are routinely maintained to be clean and functional. Where possible, these will be washed with disinfectants.
- Tables, benches, floor surfaces and toilets will be cleaned daily and sanitised as required.
- The kitchen and eating areas will be cleaned and swept before and after each session.
- The refrigerator and pantry area will be cleaned weekly.
- The premises will be routinely treated for the control of pests.
- All personnel will ensure that contaminated items (e.g. tissues) are disposed of immediately after use.
- There will be suitable bins available for waste disposal. These are emptied daily.
- Recycled items (e.g. toilet rolls for craft activities) will not be used if they were or may have been used in a non-hygienic environment.
- There will be suitable disposal facilities for first aid waste.
- There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family when the child is collected.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
28/2/24	20/5/24	26/9/26

4.3 Hygiene, Health and Wellbeing Practices

The Service will uphold the health and wellbeing of children through promoting quality hygiene practices and self-care skill development. The practices promoted and facilitated by the Service directly impact the spread of infectious disease and other contagious conditions. The Approved Provider is committed to fulfilling its obligations to provide a safe and healthy environment for its children and educators. Additionally, children should be encouraged by Educators to adopt sound hygiene practices to embed healthy behaviours.

Practices and procedures contained in this policy are not necessarily exhaustive. Where additional recommendations promote further or alternative action, then these will be adopted. The Service will be guided by reputable information and guidelines.

The Approved Provider recognises the Service's duty to comply with *Education and Care Services National Regulations 77 & 109* in providing a healthy, safe and hygienic environments and facilities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
 - Regulations 77, 103 & 109
- Duty of Care
- Work Health and Safety Act 2011 and Regulations 2011
- Codes of practice
 - First aid in the workplace code of practice 2021
 - Work health and safety consultation, cooperation and coordination code of practice 2021
- National Quality Standard
 - Quality Area 2 – Children's health and safety
 - Quality Area 3 – Physical environment
 - Quality Area 7 – Governance and leadership
- *Related policies and procedures in this manual:*
 - 4.2 *Infectious Diseases*
 - 4.4 *Preventative Health and Wellbeing*
 - 4.5 *Incident, Illness, Injury or Trauma*
 - 6.3 *Work Health and Safety*
 - 10.9 *Risk Management and Compliance*

Procedures

All educators are expected to implement the practices set out this procedure at all times. Educators play a crucial role in strategically prompting children to adopt practices at vital moments of the day, i.e. sneezing or coughing into an elbow or using a tissue at the appropriate moment. Educators should use the opportunity not just to keep the environment hygienic but teach children healthy behaviours.

Effective Hand Hygiene

A very effective method to prevent the transmission of disease and illness is through effective hand hygiene. Washing hands with soap and water is the preferred method as it removes both dirt and germs/viruses from the hands. Where soap and water is not available, then alcohol-based hand rub (sanitiser) can be used as alternative (or in combination).

Facilities

- The Approved Provider will ensure adequate handwashing facilities are available for children and Educators to wash their hands readily.

- Handwashing facilities for the children are in the student bathrooms including soap, running water and sufficient paper towels.
- Educators handwashing sink is available in the kitchen area, whilst also being available in the staff toilets.
- The Nominated Supervisor will manage supplies and resources. The Service will ensure enough stock is kept on-site to replace items like soap and paper towel as needed.
 - Soap and paper towels are available for both educators and children. Educators check stock supplies before each session to ensure sufficient resources
- Appropriate signage will be displayed near the handwashing facilities to reinforce effective handwashing behaviours.

Practices

- Educators and children will wash and dry their hands with soap, water and disposable towel when:
 - Handling, preparing and eating of food;
 - Before and after giving first aid;
 - After toileting, handling of animals or other activities which could lead to the spread of infection;
 - After coughing, sneezing or blowing their nose; and
 - After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.).
- Routine hand washing will be implemented daily by all children before possible contamination activities (e.g. eating breakfast or afternoon tea)
- In the first instance, soap and running water is the preferred method to ensure clean hands.
- Hand washing (scrubbing hands) should last at least 20 seconds
- Educators will actively supervise children's hand washing
- Educators will role model correct hand washing procedure

Hand Sanitisers

- Hand sanitisers will not typically replace soap and running water, however, in certain situations such as on excursions when soap and running water are not available a hand sanitiser may be used:
 - Apply the recommended amount onto dry hands;
 - Rub hands together so the hand rub comes in contact with all parts of the hands; and
 - Keep rubbing until the cleaner has evaporated and hands are dry.
- Hand sanitisers will only be available with adult supervision.

Personal Hygiene

Etiquette

- Everyone (children and Educators) should cover their mouth and nose with a tissue, sleeve or a flexed elbow when coughing or sneezing.
- Children will be reminded to avoiding touching their eyes, nose or mouth.
- Children who become sick will be isolated from other children, while the parent is called to collect them.

Isolation and Exclusion

- Any person becoming ill at the service will follow the procedures set out in 4.2 Infectious Diseases to isolate any potential spread.
- Likewise, any persons entering the service should be free from any relevant illness, as determined by the exclusion period reference in 4.2 Infectious Diseases.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	7/12/20	30/8/23
8/2/22	21/3/22	30/8/23
26/9/23	16/10/23	26/9/26

4.4 Preventative Health and Wellbeing

For the ongoing and general health and safety of the children, the Service strives to ensure, for its children and Educators, a standard of general preventative health and wellbeing which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.1; 3.1; 7.1; 7.3;
- Policies: 4.1 – General Health and Safety, 4.12 – Non-Smoking, 4.13 – First Aid Waste Management, 4.14 – Infectious Diseases Response Strategy, 5.1 – Food Handling and Storage, 5.5 – Cleaning and Sanitising, 6.3 – Workplace Health and Safety.

Procedures

Sun Safety

Children and Educators will wear broad brimmed or legionnaire hats and appropriate clothing when outside and have adequate shade provided by trees, shelter sheds or shade cloth.

Educators will encourage children, including by way of modeling behaviour, to avoid excessive exposure to the sun. This will be reflected in the timing of outdoor activities which will be kept to a minimum during the hours of 10.00am and 3.00pm, and guided by the UV index for the day.

Educators will encourage children, including by modeling behaviour, to apply a suitable sunscreen (at least SPF30+), which is reapplied according to the manufacturer's recommendations.

Ear Care

Children will be encouraged to consider their own ear health through discussions with Educators on issues relating to their ears such as cleaning, noise, water and infections.

A Queensland Health initiative, The Deadly Ears Program aims to reduce the rates of chronic ear disease among Aboriginal and Torres Strait Islander children in regional, rural and remote communities across Queensland through consultation with local communities and the promotion of health initiatives for families.

Dental Health

The Service will ensure parents/guardians and children are provided with appropriate, consistent and up to-date information on the development and maintenance of good oral health by:

- providing appropriate pamphlets on dental health and hygiene in the parent sign in area;
- providing water at routine meal times and encouraging swishing of mouth with water after eating;
- encouraging fruit and vegetable consumption;
- accessing dental health and hygiene services/programs to utilize within the service program;
- regularly informing parents/guardians about the Service's procedure in relation to dental care through newsletters, verbal communication and face-to-face meetings.

The Coordinator will ensure that meals/snacks provided by the Service are planned to ensure they do not encourage dental decay.

The Service will encourage parents/guardians to provide healthy, nutritious food for their child in order to minimize the risk of sweet and sticky foods being eaten by children attending OSHC.

Service Environment

A quiet area will be provided where children can be quiet and away from other children.

'No smoking' at or about the Service is a condition of entry for all people, including Educators, parents and others entering the premises. No Smoking signs will be placed around the Service.

Reminder notices and signs, for Educators and children, will be placed around the Service to remind all of the need to maintain a clean and healthy environment.

Cleanliness

Educators will ensure that premises used for the Service and all toys, dress-up clothes, paint shirts and other materials and resources are kept clean.

Tables, benches, floor surfaces and toilets will be cleaned thoroughly each day.

The refrigerator will be cleaned once a week.

Cupboards will be kept in a hygienic state to protect against any vermin outbreak. The premises will be annually treated for the control of pests.

Educators will ensure that all tissues are disposed of immediately after use.

There will be a suitable area for waste disposal. This is to be emptied daily into outside garbage units that are collected regularly.

Recycled items (e.g. toilet rolls for craft activities) which were used, or suspected to have been used, in a non-hygienic environment, will not be used at the Service.

There will be suitable disposal facilities for first aid waste and bodily fluids such as band aids, bandages, and/or blood-soaked tissues and wipes. These will be disposed of daily.

There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed (and stored in a bucket with a lid in an appropriate place in the storeroom). Soiled clothing will be returned to the family at the end of the day.

Date Development/review	of	Date Ratified	Date to be Reviewed
22/9/20		No change 7/12/20	30/8/23
26/9/23		16/10/23	26/9/26

4.5 Incidents, Illness, Injury and Trauma

Policy Statement

The purpose of this policy is to ensure the health, safety, and welfare of all children, staff, and visitors at the service. The policy outlines the procedures for managing incidents, illnesses, injuries, and trauma events effectively and swiftly to ensure the wellbeing of all individuals involved. Notwithstanding the service's efforts to proactively

prevent injuries or trauma occurring at the service, where it occurs, the service will take action to minimise the impact of injuries, illnesses and trauma.

The Nominated Supervisor will typically lead the response to any significant events, in their absence the Responsible Person will take charge. All appropriately qualified educators will support in the initial response to any incidents occurring at the service. All other educators will provide support within their training and capacity, raising the alarm for additional help.

The service recognises that parents must be informed of all significant and serious matters impacting their children. Records that are created to document incidents and events will be accurate and concise. These documents and all relevant information will be provided to parents in a timely manner.

Definitions

Incident: Any unplanned event resulting in or having potential for injury, ill health, damage, or other loss.

Injury: Any physical damage to the body caused by violence or an incident.

Trauma: An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident

Minor incident: An incident that results in an injury that is small and does not require medical attention (e.g. adhesive dressing).

Definition of Serious Incident

The service acknowledges their particular duties when responding to **serious incidents** (as defined in Regulation 12). This includes the following instances—

- Death of a child while the child was educated and cared for by the service or following an incident occurred while the child was at the service.
- Any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service—
 - which a reasonable person would consider required urgent medical attention from a registered medical practitioner.
 - for which the child attended, or ought reasonably to have attended, a hospital. E.g. a broken limb.
 - any incident involving serious illness of a child occurring while that child was at the service for which the child attended, or ought reasonably to have attended, a hospital. E.g. severe asthma attack, seizure or anaphylaxis reaction.
- Any emergency for which emergency services attended - this means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at the service (it does not mean an incident where emergency services attended as a precaution).
- Any circumstance where a child being educated and cared for by the service—
 - appears to be missing or cannot be accounted for.
 - appears to have been taken or removed from the service's premises in a manner that contravenes the Regulations.
 - is mistakenly locked in or locked out of the service's premises or any part of the premises.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.90 Medical conditions policy
 - R.97 Emergency and evacuation procedures
 - R.99 Children leaving the education and care service premises
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.177 Prescribed enrolment and other documents to be kept by approved provider
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents
- **National Quality Standard:**
 - QA2 – Children’s health and safety

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

4.18 First Aid Administration

4.2 Infectious Diseases

4.17 Medical Conditions of Children

7.2 Emergencies and Evacuations

2.4 Safe Arrivals and Departures of Children

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 3.1 Work Health and Safety](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Appendices and Forms

[Incident, Injury, Illness, or Trauma Report](#)

Key Tasks and Responsibilities

Planning Procedures	The Approved Provider will coordinate with the Nominated Supervisor to ensure appropriate plans and resources are established to respond to relevant incidents. This includes induction practices to ensure educators are aware of responsibilities.
Leading Response	The Nominated Supervisor or Responsible Person will take charge in leading the response and management of incidents. They are supported by educators, especially first aid qualified, in caring for children and calling for emergency services.
Documenting Incidents	The person taking the primary role in managing the incident will be responsible for writing the incident report. However, they may be supported by educators who were witness to the events.
Notifications	The Nominated Supervisor or Responsible Person will communicate the incident with parents, and if needed, the Regulatory Authority and Approved Provider.

Procedures

Managing and Responding to Critical Events

The Nominated Supervisor (or Responsible Person) will lead the response to any critical events to ensure the safety and wellbeing of children attending the service. The management of emergency or critical situations will adopt the following principles:

- Staff providing comfort and reassurance to the child.
- Actively seeking the assistance of a first aid qualified educator.
- All first aid qualified educators administering care within the bounds of their training.
- Ensure all other children are appropriately supervised, actioning an emergency evacuation or lock-down, if required.
- Uphold the dignity and comfort of children, removing them to quiet or private areas of the service (as needed).
- Providing timely information and notification to parents/guardians as so far as practicable.
- Ensure the child(ren) is/are actively monitored and supervised with the intention to escalate the response, if needed (i.e. additional emergency support).

Minor First Aid

For incidents that may require minor first aid (e.g. ice-pack/adhesive strips), an entry must be made in the first aid record book. Information to be included in the first aid record book may include:

- the child's name and date;
- the reason for the first aid to be administered and where on the child it was applied; and

- Educator's name and signature.

Injury Responses and Management (i.e. First Aid and Medical Support)

The first steps in responding to a child's physical injury or illness will be first aid. Qualified educators will respond with immediate treatment as outlined by their training. Notification to the Nominated Supervisor (via walkie-talkie etc.) will occur as soon as practicable.

As a guide the following steps will be taken, as necessary:

1. Staff will address any immediate dangers or hazards (to ensure no further injury/harm occurs).
2. Staff will address any life-threatening circumstances as a priority, communicating the need for support. A call to emergency services (000) should occur immediately if the situation is critical or serious.
3. Once and if in a stable condition, staff will seek to comfort and calm the child.
4. The Nominated Supervisor (or Responsible Person) will be notified as soon as practicable.
5. If possible, the parents will be contacted by the Nominated Supervisor or delegated educator to advise of events, seek any emergency authorisations and/or coordinate a plan of action.
6. Dependent on authorisations and circumstances, the following may occur:
 - o Medication administered.
 - o Transportation to hospital.
 - o Parents collect the child for medical treatment.
 - o Relevant treatment outlined in medical action plan or guided by training or emergency services.
7. As soon as practicably possible, the parent will be called by an available educator to notify of the injury and action taken to manage the circumstances, where appropriate.
8. The child's condition will continued to be monitored by a qualified educator, any changes to the health or condition of the child will be suitably escalated.
9. The child will continue to be monitored until appropriate medical care has arrived or until the parent's arrival (i.e. child's departure).

Actions for managing the response to an anaphylaxis, asthma or diabetic emergency can be found in 4.17 Medical Conditions in Children.

Once the circumstances have stabilised, the educator providing care will document the events.

Illness Response and Management

Where a child presents or has been identified as suffering from an illness, the following actions will be taken:

1. Staff are to address any immediate hazards (containing soiled/contaminated areas etc.) and notify the Responsible Person or Nominated Supervisor as soon as reasonably practicable.
2. Staff should attend to the child's needs and apply (or call for) first aid treatment, if relevant.
3. Where a child's illness relates to a medical condition, the relevant Medical Management Plan must be followed.
4. The child will be cared for in the OSHC office or other suitable space. Management actions should be consistent with the Infection Disease policy and limit the potential exposure to infection.
5. The Responsible Person/Nominated Supervisor will assess the child's illness and contact the parent (or where unavailable, emergency contacts) to discuss a plan for the immediate care and collection.
6. While waiting to be collected the child will be suitably comforted and monitored for change in symptoms or escalation of emergency response.
7. Where a child's illness is significant the Responsible Person/Nominated Supervisor will call 000 for an ambulance or relevant alternative medical treatment.
8. Where possible the details of the illness will be noted to support the completion of illness records.

Once the circumstances have stabilised, the educator providing care will be documenting the events.

Trauma Response and Management

Signs of trauma could include but are not limited to:

- Emotional distress or disassociation.
- Sudden or significant changes in behaviour.
- Physical injury.
- Aggression or avoidance.

Where a child/ren experiences a traumatic event while being educated and cared for the following steps will be taken:

1. Staff will seek to manage the immediate situation, addressing any presenting hazards.
2. Children will be offered emotional support and comfort suitable to the nature of the situation, with staff engaging in actively listening and emotional validation.
3. The Responsible Person/Nominated Supervisor will be informed of the details as soon as reasonably practicable.
4. Staff should attend to any presenting immediate needs, including the awareness of child protection actions (see [2.5 Child Protection and Mandatory Reporting](#) or [2.5.1 Managing Concerns of Harmful Sexual Behaviours](#))
5. Depending on the circumstances, the child may be invited to a quiet area, such as the OSHC office, while escalation or immediate support is occurring.
6. The parents of the child will be called to be notified as soon as reasonably practicable. Should they be uncontactable, consideration will be given the appropriateness of calling emergency contacts.
7. The Responsible Person/Nominated supervisor will be responsible for coordinating a suitable response, where relevant additional or emergency services response may be applicable and called upon.

Once the circumstances have stabilised, the educator providing care will document the events – see steps under Documenting an Incident, Illness, Injury or Trauma Event.

A Child Missing or Unaccounted For

See 2.4 Safe Arrivals and Departures of Children

A Child Mistakenly Locked In or Out of The Service

In an instance where a child has been mistakenly locked in or out of the service, staff should look to immediately address the situation by opening the locked area. Staff should then:

1. Support the child's immediate wellbeing to ensure they are emotionally supported by the incident.
2. As soon as practicable, the Nominated Supervisor (or Responsible Person), should notify the parent of the event.
3. An incident report will be completed by the staff member initially responding, with support of the Nominated Supervisor.
4. The details of the incident will be reported to the Approved Provider as soon as practicable.
5. The Nominated Supervisor and Approved Provider will coordinate the preparation and submission of the notification, following the steps outlined in [10.33 Managing Notifications](#).
6. Following the submission of the notification, the Approved Provider will coordinate an appropriate investigation into the circumstances of the incident, outlining steps of improvement to mitigate future occurrences.

7. The Approved Provider and Nominated Supervisor will collaborate any necessary additional response as determined by the Regulatory Authority.

Death of a Child

Should the death of a child occur while being cared for or as the result of an incident while being care for, then staff members should:

1. Immediately call emergency services.
2. Evacuate children to the appropriate area (evacuation or lockdown, depending on circumstance).
3. As soon as practicable, the Nominated Supervisor (or Responsible Person), should notify the parent of the event.

Becoming aware a child has died as the result of an incident while being care for by the service:

4. An incident report will be completed by the staff member initially responding and any witnesses, with support of the Nominated Supervisor.
5. The details of the incident will be immediately reported to the Approved Provider.
6. The Approved Provider will lead the coordination of reporting, including correspondence with the Regulatory Authority, parents, police and Work Health Safety Queensland.
8. The Nominated Supervisor and Approved Provider will coordinate the preparation and submission of the notification, following the steps set out in [10.33 Managing Notifications](#).

Other Circumstances and Actions

1. Where circumstances arise that do not have specific procedures set out to follow, educators must use professional judgement to actively protect the safety and wellbeing of children as a first priority.
2. Possible actions may include:
 - a. Emergency evacuation procedures
 - b. Lock-down/harassment procedures
 - c. Notifying emergency services (police etc.)
3. Following the incident/events being controlled, educators then need to notify the Approved Provider.
4. Should the circumstance present as a risk to health and safety, notification to the Regulatory Authority will be required as set out in [10.33 Managing Notifications](#).

Parent Notification

Parents must be notified of any illness, injury or trauma which occurs while a child is being educated and cared for by the service. Depending on the circumstance, including the significance of the incident, urgency, and any practical limitation, the notification can be via—

- A phone call,
- In-person (when collecting the child), or
- Via a copy of the Incident, Injury, Illness, or Trauma Report.

Regardless of the method of communication, a parent must be notified as soon as practicable, but not later than 24 hours after the occurrence. The details of this notification are recorded in the Incident, Injury, Illness, or Trauma Report.

To promote transparency, standard practice is to provide a copy of the Incident, Injury, Illness, or Trauma Report, which contains the ability to record the parent's receipt of the information by way of signing the record. Parents can request and access copies of their children's Incident, Injury, Illness, or Trauma Reports when requested.

Notwithstanding notification requirements, subject to procedures set out in [10.8 Privacy and Confidentiality of Records](#), personal details that do not relate to the parent's child contained within an [Incident, Injury, Illness, or Trauma Report](#) may be redacted where there is not written authorisation to disclose this information.

Parental Permission

Under the *Community Ambulance Cover Act 2003*, all Queensland residents are covered for ambulance transport services anytime, anywhere across Australia. Families who are not Queensland residents must seek cover at their own cost.

Written consent from the child's parent/guardian will be sought through the enrolment process for the Co-ordinator and/or staff member qualified in first aid, to obtain medical attention, in keeping with the policies and procedures of the Service, if required.

On occasion, it may be necessary for a child to have an Individual Medical Action Plan. These plans must be provided by the parent/guardian and be developed in collaboration with the family medical practitioner. Information contained may relate to management plans surrounding conditions such as anaphylaxis, asthma, diabetes, epilepsy or any other medical condition. Permission will be obtained from the parent/guardian to display this where staff can easily familiarise themselves with the health issue.

Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which the Service has relating to the child, for the purpose of enabling the Service to:

- administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with this policy; and
- report any injury or illness as required by law.

Documenting an Incident, Illness, Injury or Trauma Event

An incident, injury, trauma or illness report (see 4.5.1 and Appendix 7 & 8) must be completed, as soon as reasonably possible after a child involved in an incident, suffers an injury, illness or trauma, **but at least within 24 hours**. Unless circumstances are unique, records will be documented on the standardised template.

Typically, the person who took the primary lead in managing the incident will be responsible for writing the record. Where this isn't achievable the Nominated Supervisor or Responsible Person will source the person with most direct observation of the incident to complete the record. It is the responsibility of the Nominated Supervisor or the Responsible Person in charge of the session of care to ensure the full record has been completed within the timeframe required.

The Nominated Supervisor/Co-ordinator acting on behalf of the Approved Provider, under section 174 (4) of the Education and Care Services National Law Act 2010 will notify the Regulatory Authority of a serious incident or emergency (refer to definition outlined above) via the National Quality Agenda IT System (NQA IT System).

Report Content

The incident, injury, trauma and illness record must include the following (National Regulation 87) —

- Details of the incident/event, including—
 - The name and age of the child.
 - The circumstances leading to the incident, injury or trauma.
 - The time and date the incident occurred, the injury was received, or the child was subjected to the trauma.
- Details of any illness which becomes apparent while the child is being educated and cared for including—
 - The name and age of the child.
 - The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
 - The time and date of the apparent onset of the illness
- Details of the action taken by the service, including—
 - Any medication administered or first aid provided.
 - Any medical personnel contacted.
- Details of any person who witnessed the incident, injury or trauma.

- The name of any person whom the service notified (or attempted to notify), and the time and date of the notifications or attempted notifications.
- The name and signature of the person writing the record, and the time and date report was created.

Confidentiality

All Incident, Injury, Illness, or Trauma Records will be stored securely as set out in 10.8 Privacy and Confidentiality of Records. Disclosure of private information contained within an Incident, Injury, Illness, or Trauma Record will only occur as permitted by legislation, including Regulation 177 and the corresponding written authorisation.

Regulatory Notification – Serious Incidents

Where the circumstances surrounding the incident meet the requirements for regulatory reporting, steps contain in Example 7.3 Managing Notifications will be followed.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
13/3/24 <small>Enchance Procedures</small>	20/5/24	26/9/26

4.5.1 Incident Management Flow Chart



Date Development/review	of	Date Ratified	Date to be Reviewed
22/9/20		7/12/20	30/8/23
26/9/23		16/10/23	26/9/26

4.6 Medication

In the support of children and their health and medical needs, the administration of medication can be necessary for providing care. The service is committed to upholding a high standard of safety in managing the health and medical needs of children. In the interests of the health and wellbeing of the children and compliance with legislation, the service will only permit medication to be given to a child if it is in its original packaging with a pharmacy label attached.

To remove any doubt, no child can attend the service without access to required medication. If medication is required for a child's care, the medication must be supplied by the parent for education and care to be provided by the service.

Where the Medication Administration policy is relevant to a child's relevant health or medical need, it should read alongside policy 4.5 Children with Medical Conditions. Children requiring medication for an infectious disease, should have fulfilled the requirements of exclusion/isolation before returning to the service (see 4.2 Infectious Disease – Prevention and Response).

Self-administration of medication will be facilitated in working collaboratively with parents/caregivers. Self-administration of medication is only authorised with written authorisation from the parent/caregiver, where a child has the capacity to safely administer their medication.

The service will cater for children's medical needs, which may occur as the result of either:

- Short-term requirement – such as medical needs like a temporary illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.)
- Long-term - typically more ongoing medical or health conditions requiring medication to treat or manage symptoms (e.g. asthma, diabetes, anaphylaxis, epilepsy, celiac disease).

Additionally, the service on occasions may need to administer medication because of an emergency. In these instances, requirements for authorisation are lessened. All employees will understand the requirements and procedures for administering medication in an emergency.

A copy of this policy is to be provided to the parent/caregiver where there is awareness that the child has a specific health care need, allergy or other relevant medical condition requiring medication (along with the Children with Medical Conditions policy).

The Approved Provider also recognises their duty to comply with *Education and Care Services National Regulations 90-96, 160-162 & 168 (2)(d)*.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health Safety Act 2011
- Health (Drugs and Poisons) Regulation 1996
- Public Health (Medicinal Cannabis) Act 2016
- National Quality Standard, Quality Areas: 2 – Children’s health and safety; 4 - Staffing arrangements; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.

Procedures

Permission/Authority (Regulation 92-93)

Upon enrolment, parents and families are provided with information explaining the expectations for notifying the service of health, medical or other relevant care needs, including any changes to these. Parents can communicate the need for children to be administered medication at any time during the child’s enrolment at the service – either for ongoing requirement or for a fixed time.

A parent (or persons with relevant authority named in the enrolment form) are required to complete a **Medication Authority and Administration Form** when medication must be administered by or at the service. Within the Medication Authority, parents (or other relevant authorised person) will be required to advise:

- Name(s) of medication(s) to be administered:
- Time and date the medication(s) were last administered
- The time and date [or the circumstances under which,] the medication should be next administered.
- Dosage of medication to be administered
- Method (e.g. oral) medication to be administered
- Any additional instructions or information (i.e. medication required to be refrigerated).

Additionally, the Record is required to contain:

- The name of the child
- The signature of the parent (or person named in the enrolment records) authorising the administration of the medication.

Administration of Medication (Regulation 93 & 95)

Except for an emergency, staff members will only be permitted to administer medication to a child if it is:

- In its original package/container
 - Where the medication is prescribed - with a pharmacist’s label which clearly states the child’s name, dosage, frequency of administration, date of dispensing and is within the expiry date period
 - Where over-the-counter medication - bearing the original label and instructions and before the expiry or use by date
- Has been authorised by a parent (or person named in the child’s enrolment form),
- In accordance with the details outlined in the Medication Authority and Administering Form completed by the parent (or person named in the enrolment form).
- In accordance with any written or verbal instructions provided by a registered medical practitioner

All medication will be administered by the Nominated Supervisor/Responsible Person, or a delegated educator nominated by the Nominated Supervisor or Responsible Person. An additional educator will also be required to witness the administration of medication.

Administration of medication will be recorded in a Medication Authority and Administration Form. The person administering medication and the witnessing educator must complete the following details:

- the dosage that was administered
- the method/manner in which the medication was administered

- the time and date the medication was administered
- the name and signature of the person who administered the medication
- the name and signature of that educator who witness the medication administration.

Upon collection of the child from the service, the parent will be informed of the medication being administered and sign the record to acknowledge this notice.

All medical authorisations/authorities and/or administration records will be stored securely with the child's enrolment records (see 10.4 Information Handling (Privacy and Confidentiality)).

Emergency Administration of Medication (Regulation 93-95)

In the case of an emergency, authorization to administer medication can be given verbally, when:

- a parent (or a person named and authorised in the child's enrolment record) consents to administration of medication; or
- if a parent (or person named in the enrolment record) cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.

Where medication is administered in an emergency, the Nominated Supervisor/Responsible Person must notify the parent of the child as soon as practicable. Written notice (Incident, Illness, Injury or Trauma Report) must be supplied to a parent (or other authorised person) as soon as practicable (but within 24 hours)

Anaphylaxis or Asthma Emergency

- Medication may be administered to a child without authorisation in the case of an anaphylaxis or asthma emergency.
- Where emergency anaphylaxis or asthma medication has been administered to a child, the Nominated Supervisor/Responsible Person must notify the parent of the child and emergency services as soon as is practicable.

Where medication is administered to a child in an emergency, steps contained in 4.3 Incident, Illness, Injury or Trauma may be required, including but not limited to reporting and notifying the incident (10.15 Managing Notifications)

Medication Storage and Transport

Storage

Unless subject to self-administration procedures, all medication will be stored in a locked cupboard or lockable refrigerated container. Storage should prevent unsupervised access and/or contamination to medicines.

Transporting Medication

The Nominated Supervisor (or Responsible Person) will discuss with parents and agree to relevant plans for the safe transportation of medication. Ideally, all medication will be transported in the care of a responsible adult. All transportation must uphold the service's commitment to the safety and protection of children.

Any medication which is no longer required to be administered by the service will be returned to the parent.

Children's Self-administering Medication (Regulation 90 (2)&(3), 92 & 95- 96)

See Children with Medical Conditions Policy

Date Development/review	of	Date Ratified	Date to be Reviewed
22/9/20		7/12/20 17/5/21	30/8/23

10/5/21 26/9/23	16/10/23	30/8/23 26/9/26
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4.6.1 Medication Administration Form



Medication Authority and Administration Form

(A separate form must be completed for each type of medication)

Child's Name: _____ Date: _____

No medication will be dispensed by a Mayfield OSHC educator to an enrolled child without this prior consent except in a medical or dental emergency, in which case Mayfield OSHC educators may act on the oral instructions of the child's GP, dentist, emergency services personnel (e.g. paramedics), or health care source listed on the child's emergency list.

Prescription medication: Must be in original packaging with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and is within the expiry period.

Non-prescription (over-the-counter medication): Must be in original packing bearing the original label and instructions and before the expiry or use by date.

Medication: _____

Condition prescribed for: _____

Possible side effects: _____

Instructions for storage and usage: _____

Time and date this medication was last administered by you: _____

Dosage required to be administered: _____

Method of administration: (circle applicable method) oral, eye, ear, inhaled, applied, other _____

Time: _____ Frequency: _____ Start Date: _____ End Date: _____

Child's health care source has prescribed or recommended the medication named above and I request that the dosage[s] falling within Mayfield OSHC program hours be administered by Mayfield OSHC educators.

Signature of Parent or Guardian: _____ Date: _____
(necessary for both prescription and non-prescription medication)

Self-Administration (if applicable) I authorise for my child to self-administer the above medication and I understand the risks involved.

Signature of Parent or Guardian: _____ Date: _____
Mayfield OSHC Educators: Fill in date, time, dosage and signatures whenever dispensing medication.

Date	Time	Dosage amount & method of administration	Administered/observed (if self-administered) by: Educator Full Name and Signature	Checked and witnessed by: Educator Full Name and Signature	Signature of Parent Notified

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
1/4/21	17/5/21	30/8/23
26/9/23	16/10/23	26/9/26

4.7 Animals

The Service recognises and acknowledges the role that animals may play in the lives of children. Animals cared for by the Service will be in keeping with any regulated requirements with adequate shelter provided. Wildlife and stray animals will be dealt with in accordance with this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care;
- Check local authority regulations, e.g. Brisbane City Council by-laws on keeping relevant animals;
- NQS Area: 2.1; 2.3; 3.1; 6.1; 6.2; 7.3;
- Policies: 4.1 - General Health and Safety, 4.2 - Infectious Diseases, 4.3 - Hygiene, 4.4 - Preventative Health and Wellbeing, 9.3 – Communication with Families.

Procedures

The Coordinator will ensure that any animal, which poses a health or safety risk to any child in the Service, is safely and responsibly removed immediately.

Hand washing and hygiene procedures will be followed after the handling of all animals, whether it is the Service animal or a stray.

No animals will be permitted in food preparation areas.

Keeping of animals

The Service will only keep animals:

- where they are appropriate to the program of the Service;
- If no children and/or Educators are allergic to that type of animal;
- if permitted by local authority regulations, and;
- if the Service has sufficient and adequate space and/or area for the keeping of the animal.

Animals cared for by the Service will have plenty of food, water, air, bedding and shelter appropriate to their needs. Animals will be fed an appropriate and nutritious diet to maintain their health, following recommended guidelines where available. The animal enclosure and bedding will be cleaned regularly with consideration to maintaining a healthy and safe environment.

Under the supervision of Educators, the children will be encouraged to help with the care (feeding and watering) of the animals. Depending on the animal, families and Educators may be encouraged to take care for it at home over periods of long weekends and/or Service closures.

Stray animals

In the case of a stray domestic animal (e.g. dog or cat), Educators will appropriately remove and restrain it (if safe to do so). Attempts will be made to contact the owners (if known) or local authorities for collection.

Stray animals will be restrained in an area away from the children and provided with adequate water.

Wildlife

In the case of a wild animal (e.g. snake, possum, bird), Educators will monitor the whereabouts of the animal to ensure it doesn't pose a risk to children and others. Attempts will be made to contact local wildlife authorities.

Service evacuation and/or lockdown procedures may be implemented if the wild animal (e.g. snake, possum) is inside the OSHC building or in an area that poses a risk to children and others.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.7.1 Chicken Coop Cleaning and Maintenance

In recent times, many OSHC providers and schools are enriching their programs and embedding sustainable practices into their day to day work with children and families. One of these practices includes keeping chickens.

Services are encouraged to implement good health and hygiene practices when caring for and handling chickens at the service.

Cleaning the coop is an important health and hygiene control and services should implement safeguards to ensure the coop is maintained while protecting educator's health and wellbeing.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act (2010) and Regulations (2011)
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care
- NQS Area: 2.1; 2.3; 3.1.
- Policies: 4.1 – General Health and Safety, 4.3 – Hygiene, 4.4 – Preventative Health and Wellbeing, 6.2 – Provision of resources and Equipment, 6.3 - Work, Health and Safety.

Procedures

When cleaning the coop, consideration should be given to:

Personal Protective Equipment (PPE). This includes items such as a face mask, gloves and protective footwear (such as gum boots). Waterproof, protective clothing may also be a worthwhile investment, particularly if the staff member is not going to shower and change clothes immediately after the coop has been cleaned.

Staff taking responsibility for cleaning the coop should consider doing this in the absence of children. The bacteria in chicken faeces and feathers may be airborne and if inhaled can cause respiratory infection or illness. Taking care with cleaning and maintenance minimises the risk of any such hazards.

Coop cleaning process to be followed:

1. Shovel and scrape all of the manure, dirt, soiled bedding and feathers into a sturdy garbage bag for removal. It's important to be thorough in this step.
2. Use a hose with a firm spray to give the walls, floors, roosts, and nesting boxes a good spray down to remove the fine dust and soften any stuck-on manure or dirt.
3. Scrape, shovel and bag again. Do a final sweeping/scraping of any remaining, softened manure or dirt, then allow the water to drain or, sweep it out.
4. Use natural cleaning products to spray the coop. (The most basic option for cleaning your chicken coop is a mixture of white vinegar and water. Simply mix about 15ml of vinegar with water in a spray bottle). Spray on and lightly hose off.
5. Disposable PPE should be bagged for removal. Staff should thoroughly wash their hands after they have cleaned the coop.

Ongoing maintenance is important and a record should be made on the service's cleaning schedule of when the coop has been cleaned and by whom. Regular cleaning (weekly) is recommended for coops to ensure children's safety and wellbeing.

Guidelines for handling chickens

- Ensure that the children wash their hands prior to and after handling chickens;
- Consideration should be given to those with allergies to eggs and nuts as exposure can trigger an allergic reaction;
- Ensure that chickens have access to feed and fresh water throughout the day, and that their water is clean;
- Check on your flock daily to ensure they are all active and appear to be healthy. If you notice that your chickens do not appear to be bright and healthy, consult your veterinarian as soon as possible;
- Gather eggs from chicken nesting boxes daily. When collecting eggs, keep in mind the importance of refrigerating them promptly and storing them with the pointy side down. This will help to maximise freshness;
- After collecting eggs gently rub them under warm water to remove faeces or dirt; and
- When refrigerated, eggs can be easily kept fresh for two to three weeks. Mark your eggs lightly with a pencil to remind you of the date they were collected.

References

<http://www.backyardchickencoops.com.au> accessed 10 May 2016

Date of Development/Review	Date Ratified	Date to be Reviewed
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22/9/20	No Change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.8 Sun Safety

Policy Statement

The service's sun safety policy is to ensure that all children attending the service are protected from the harmful effects of the sun (UV radiation). We also recognise the opportunity to promote and establish excellent health and safety practices for children - the service views its sun safety practices as a chance to form good life-long habits and educate children about sun smart behaviour. Likewise, the service expects that all children, staff and visitors attending our service are protected from skin damage caused by harmful UV radiation from the sun and will follow the service's procedures.

Rationale

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80 per cent are skin cancers. Given that children in childcare are there during peak ultraviolet radiation (UVR) times throughout the day, education and care settings play a major role in both minimising children's UVR exposure and providing an environment where policies and procedures can positively influence long-term behaviour.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer are therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at childcare settings. As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun.

The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Education and Care Settings. Our sun safety policy ensures the approach is integrated – there is alignment between procedures, the program and the environment.

The scope of our sun-safe practices is intended to support–

- all children, educators and staff are protected from damaging to UV radiation,
- the outdoor environment provides shade for children, educators and staff,
- children are encouraged and supported to develop independent sun protection skills, and
- compliance with regulatory requirements, and Work Health safety responsibilities.

Due to our location and the sustained levels of UV radiation throughout the year, our sun-safe practices are adopted all year round, regardless of season. The dominant guide for the level of sun protection is the relative UV rating. The service will ensure proportionate sun protection is utilised where the UV rating is above Level 3 or more.

Where activities are held outdoors, the service will maximise the opportunity to access shade. Where shade is unavailable (i.e., excursions), higher levels of sun protection will be adopted.

Families are required to meet their responsibilities, including their child is equipped with the appropriate sun safe items for the activities (hats, sleeved shirts etc.). These expectations may vary based on session of care (i.e., vacation care) and the nature of activity (i.e., swimming). Parents will be kept fully informed of specific requirements. At a minimum, **broad brimmed SunSmart or bucket hats** must be brought to every session of care.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.114 Outdoor space—shade
 - R.155 Interactions with children
 - R.161 Authorisations to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- [Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia](#)

Related Policies and Procedures

2.23 Interactions and Relationships with Children

9.2 Enrolment

9.11 Enrolment Management

10.24 Privacy

10.28 Record Keeping and Retention

Key Tasks and Responsibilities

Monitoring UV Rating	The Nominated Supervisor or Responsible Person will be responsible for understanding the relevant times of high-risk UV ratings to enforce sun safety measures.
Supervising Sun Safety	All educators are responsible for modelling sun-safe practices and be wearing a Sun Smart hat while outdoors. The Nominated Supervisor or Responsible Person will ensure educators are enforcing expectations for sun safety and that children are using the relevant sun safe measures.

Procedures

Understanding Daily UV Rating

The service will monitor daily UV rating times via Bureau of Meteorology, with the Nominated Supervisor being aware and communicating the specific times the level of sun protection is required. A display of the UV index will be available in the OSHC building.

Requirements for Sun Safety

Practices for UV Rating 1 and 2

Some form of sun protection (typically shade or hats), to promote embedded sun-safe behaviours, will be expected when UV ratings are at non-damaging levels. This expectation is balanced with the benefits of physical activity.

Practices for UV Rating 3 and above

The service will adopt proportionate sun-safe measures where UV ratings are at potentially damaging levels. Generally, this will mean multiple sun-safe measures appropriate to the circumstance. The utility and School expectation of wearing a [broad brimmed SunSmart or bucket hat](#) means that it is a requirement for outdoor play during sun protection times (UV Rating of Level 3 or more).

Where UV ratings are Level 6 (high) and above, **all accessible sun-safe measures** will be expected to be used.

Sun Safe Measure	Requirements
Hats	<ul style="list-style-type: none">• No hat – no outdoor play (where there is a risk of sun damage) will be enforced. Children without a broad brimmed SunSmart or bucket hat can play in shade where UV Rating are Level 1 or 2.• Children must bring their own broad brimmed SunSmart or bucket hats to the service. However, in emergency cases only, spare hats are available. Borrowed hats must be placed in OSHC laundry basket at the end of the session.• Parents will be asked to provide a broad brimmed SunSmart or bucket hat, which protects the face, neck, ears and crown of the head for their child. No plain caps will be allowed.

<p>Shade</p>	<ul style="list-style-type: none"> • Where possible, educators will operate outdoor activities, including excursions, in shaded areas. • The availability of shade is considered when planning all outdoor activities. • Children are encouraged to choose and use available areas of shade when outside. • Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns. • Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
<p>Sunscreen</p>	<ul style="list-style-type: none"> • Children and staff will be provided with minimum SPF30 sunscreen. Parents can supply a suitably alternative (e.g. where a child is sensitive to sunscreen). • All sunscreen will be applied as per manufacturer's directions, including time before entering sun and re-applying. • Sunscreen must be worn for outdoor activities between 10am and 3pm or where UV Levels are 6 or above. • Generally, children will be expected to apply their own sunscreen with the supervision of educators. Assistance from educators may be offered, where required.
<p>Clothing</p>	<ul style="list-style-type: none"> • Children and staff must wear a top with sleeves to the service – ideally, covering as much skin as possible. • Singlets or sleeveless tops are not permitted. Spare shirts with sleeves are available in spare clothing drawer in case of emergency.
<p>Swimwear</p>	<ul style="list-style-type: none"> • For swimming and water play activities, a sleeved swim top (i.e. a rashie) must be worn over swimwear that does not cover an equivalent area. A Lycra top is preferred option.
<p>Sunglasses</p>	<ul style="list-style-type: none"> • The use of sunglasses is accepted (where children/parents wish these to be worn). However, the service recognises sunglasses often aren't practical for children.

Supporting Sun-Safety and Policy Compliance

The service, where possible, will attempt to have spare items available. When parents do not provide appropriate clothing and equipment for children, the first step is for the Nominated Supervision or Responsible Person to have a gentle 'prompting' conversation with the parent. Where this does not impact a change, the Nominated

Supervisor will correspond formally with the parent to address the concerns. Ongoing enrolment is subject to parents complying with the service's expectations for health and safety.

Role-Modelling

Educators will ensure that all personnel including themselves, children and visitors attending the service are protected from the harmful UV effects of the sun during periods of increase UV rating. This includes adopting the same practices expected of children. Educators will be supplied with **broad brimmed SunSmart hats** as part of the uniform or provide their own hats consistent with the uniform code and are expected to wear them while outdoors.

Excursions and Swimming Activities

Potential exposure of UV radiation will form part of the service's risk assessment. Where possible, plans for access to shade will be created. However, the service recognises that there are often limitations during these types of activities. Where shade is not readily available, the service will mitigate risks by selecting more appropriate times of the day (where possible) or strictly using all available sun protection measures (hats, sunscreen, appropriate clothing/swimwear).

Promoting Learning and Skill Development

Opportunities to incorporate sun protection into the program will be continually explored. Displays will reinforce the expectations and positive sun-safe messaging.

Children are encouraged to be involved in initiatives to promote and model sun protection measures at the service including taking leadership roles in managing sun protection e.g. accessing daily UV levels and sun protection times, hat reminders and management of sunscreen.

Physical Environment – Quality Improvement

The service will continue to explore opportunities to enhance the environment for additional shade. Where aspects of the environment are in the control of the service (i.e. use), the most sun-safe option to carry out activities will be selected.

Collaboration with the school to seek further development of shaded play spaces to enhance the environment will be continually explored.

Engaging Families and the Community

Enrolment information will provide information around the service's Sun Safety Policy. Parents wishing further information can contact one of the service's identified management personnel.

Ongoing feedback and support will be sought from parents/guardians and the school community for the sun safety policy and its implementation through newsletters and, parent meetings etc.

Where possible, alignment with school expectations will be sought, to ensure a consistent message and expectation for children.

The sun safety policy will be reviewed periodically with children, staff, parents and the Approved Provider.

Date	of	Date Ratified	Date	to	be
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Development/review		Reviewed
26/9/23	16/10/23	26/09/26
20/2/24	20/5/24	26/09/26

4.9 Children's Toileting

The Service recognises the need to ensure the safety of all children while accessing the toilet and acknowledges that from time to time, children may require additional support and assistance if they are unable to toilet independently. The Service seeks to ensure that the personal health, hygiene and safety of children and Educators is supported, through the consistent implementation of the following procedures to protect children from risk of harm or injury.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Commission for Children and Young People and Child Guardian Act 2000;
- NQS Area: 1.1; 2.1; 2.3; 4.1; 4.2; 5.2; 6.1; 6.3; 7.1; 7.3.

Procedures

All children shall be actively supervised while accessing the toilet facilities.

Educators are not to use the same toilet facilities as children while on the licensed premises.

Should the primary facilities become unavailable then other toilets may be accessed, however when these are out of sight, children will be escorted to the toilet by an Educator.

Educators shall be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.

A toileting kit will be available (at or near the toilets), to assist Educators with toileting issues. The kit includes gloves, wipes, hand sanitiser and appropriate bags for soiled materials. (Attention will be given to any children with allergies to latex.)

If a child is involved in a personal hygiene incident, the Parents/Guardian will be notified immediately and shall have the opportunity to collect the child.

Children who are frequently troubled with personal hygiene and toileting needs shall be requested to provide spare clothes and pull ups if necessary.

Escorting children to the toilet

Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and shall ensure that a minimum of two children are escorted at any one time.

Educators will ensure that the Service communication procedures are followed when escorting children to the toilet in another area.

Assisting children with toileting

Educators shall notify the Coordinator that a personal hygiene incident requires their support and, where possible, a second team member shall be called to be present during the toileting support. Gender and developmental consideration should be given to the situation in ensuring the most appropriate Educators manage the situation and that the process is open and transparent and that the dignity and rights of the child to privacy are maintained.

Educators shall support children's emotional needs, demonstrating empathy and compassion and should not, under any circumstances, cause further embarrassment to the child. Nor should they become forceful in their assistance to children.

Staff shall assist children to toilet and follow hygiene procedures by:

- encouraging children (if able) to clean themselves independently through provision of suitable wipes and means of disposal (wipes are not suitable for flushing);
- ensuring hands are cleaned and sanitized and gloves are generally worn.

All staff shall be provided with training and support to assist in toileting children, particularly in the case of children with high support needs. This may be through written communications, direct training and/or meetings.

Date Development/review of	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.10 Anaphylaxis Management (Vacant)

Date Development/review of	Date Ratified	Date to be Reviewed
22/9/20	Embedded into 4.17 7/12/20	30/8/22
26/9/23	16/10/23	26/9/26

4.11 Emergency Health and Medical Procedure Management

The Service recognises that occasions may arise where emergency management procedures may need to be implemented to preserve the health and safety of children and staff. Such emergency management applies to situations where a parent/guardian requests the Service in writing to administer prescribed medication as

directed by a medical practitioner, and/or assist with managing a specific health condition as well as where a particular emergency first aid response is needed.

In emergency situations, Educators may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication for asthma, prescribed medications for epilepsy, diabetes and/or anaphylaxis. Medications for diabetes and anaphylaxis are usually injected by a pen device and are not intravenous.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Health (Drugs and Poisons) Regulation 1996;
- Work Health and Safety Act 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- NQS Area: 2.1; 2.3; 4.2; 6.1; 6.2; 7.1; 7.3.

Procedures

When a child is enrolled with specific health care needs the following information is required:

- Notification by parents/guardian
- Medical Action Plan
- Medical Risk Management Plan developed with parents
- Medical Permission/Administering form
- Medications policy is shown to parents/guardians

All Educators are to be familiar with each child's medical condition and Medical Management Plan, and aware of the location of the medication. In case of an emergency, Medical Management Plan or Medication Permission/Administering form, or medical emergency procedures is to be followed.

Written procedures (Medical Action Plan) shall be clearly displayed for managing emergency situations which shall include information about:

- contact numbers for family, medical practitioner, and ambulance;
- triggers, reactions, warning signs and symptoms of possible emergency;
- instructions on first aid management from medical practitioner or recognised authority;
- medication requirements, dosage, and method of administration.

Children may have a personal Medical Risk Management Plan (maintained confidentially) which would include further information such as:

- guidelines for participation in specific activities if required, such as swimming or high-level physical games and activities;
- contact details and parent consent forms as required;
- medical Action Plan or practitioner consent forms as required;
- medication Permission/Administering form;
- risks associated with their specific medical needs, how they are assessed and minimized;
- if relevant safe handling of preparation and consumption of food;

- strategies for minimizing risks are developed in consultation with parents.

The Service will ensure that at least one Educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training as required by the *Education and Care Services National Regulations 2011*, is in attendance at any place children are being cared for, and immediately available in an emergency, at all times care is being provided by the Service.

Steps to follow in the event of a medical emergency will be clearly documented, displayed and rehearsed every 3 months.

Medication shall be taken as required on excursions in an appropriately secured container readily accessible to administering Educators.

In the event of emergency first aid being required, procedures as set out in the Illness and Injury Policy (see Policy 4.5) will be followed.

Management shall ensure that written reports are lodged with relevant authorities within the required time frame.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/22	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.12 Non-Smoking

To maintain the ongoing health and wellbeing of children, families, Educators and community members, the Service actively encourages and provides a smoke free environment. This demonstrates a commitment to the health and wellbeing of all who use the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Work Health and Safety Act 2011
- Commission for Children and Young People and Child Guardian Act 2000
- Tobacco and Other Smoking Products Act 1998 and Other Smoking Products Amendment Bill 2004
- NQS Area: 2.1; 3.1; 7.1; 7.3.

Procedures

All Service handbooks shall include information regarding the Service's policy and procedures for smoking.

Visitors to the Service location or site shall be actively informed as required about the policy and procedures for smoking.

Appropriate signs, displaying a no smoking symbol such as a circle with diagonal line over a picture of a cigarette, shall be displayed in accessible places to reinforce the message of a nonsmoking environment.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.13 First Aid Waste Management

The Service acknowledges the need to manage first aid waste effectively to prevent cross infection or contamination from waste materials. Such materials shall include, but not be limited to: bandaids, bandages, swabs, cotton buds/balls and ice packs.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011;
- First Aid Code of Practice 2004;
- NQS Area: 2.1; 4.2; 7.1; 7.3.

Procedures

Educators shall thoroughly wash hands using specified hand washing procedures before and after implementing first aid.

Educators shall wear suitable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, Educators shall:

- remove required items to be used to manage first aid from the first aid kit;
- place items in/on a non-contaminated dish or surface;
- clean the injured area of the person using principles of first aid as per policy/ procedure and training e.g. wiped with sterile swab etc. (Refer to First Aid Manual/Book);
- the used swab or like shall be placed in the lined first aid waste bin;
- be required to change gloves if changing the type of activity, they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.
- first aid waste will be sealed in a plastic bag and made inaccessible by children.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.14 Observing Public Health Guidelines and Directions

The service acknowledges our duties and responsibilities relating to public health requirements as an approved education and care service. As a service that engages and supports the community, we understand the importance of promoting health and wellbeing.

In supporting public health responses, the service will maintain up to date with relevant health guidelines and directions to promote health and limit the spread of any relevant infectious diseases.

The service acknowledges both the Federal and State Government Health Departments as a source of guidance or direction for public health information. Additional guidance for Education and Care Service may also be provided by relevant government bodies. The service is committed to only source public health information, expertise and guidance for reputable sources.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Public Health Act 2005
- Work Health Safety Act 2011
- Staying Healthy: Preventing infectious diseases in early childhood education and care services
- National Quality Area 2 – Children's health and safety

Procedures

Sourcing Information and Guidance

The service will maintain up to date information regarding public health via subscriptions to relevant newsletters, publications and gazettes, including but not limited to:

- Australian Government Department of Education Skills and Employment
- Australian Children's Education and Care Quality Authority (ACECQA)
- Queensland Government Early Childhood Education and Care's e-Bulletin
- Queensland Government's Queensland Health Newsletter

The service will include relevant public health advice into the service's policy and procedures, practices and parent communication, as relevant to the nature and substance of the guideline.

Following Public Health Directions

The Nominated Supervisor will be tasked with coordinating suitably plans and actions to follow all public health directions required by the service (i.e. should the Chief Health Officer provide a public health directions on wearing masks, the Nominated Supervisor will implement a plan to ensure masks are available and worn). Where the Nominated Supervisor is unable to fulfill these requirements, they will contact the Approved Provider for guidance as soon as practicable.

All staff members and individuals access the service will be required to follow the reasonable and lawful instructions required to meet public health direction. Should any person not follow these directions, they will be requested to leave the premises (Regulation 157). Disciplinary action, including termination or exclusion from the service, may result from wilful non-compliance.

Health Direction to Close Operations

Where public health guidelines result in the service being directed to close by either a Commonwealth or State Government authority, the Nominated Supervisor in consultation with the Approved Provider will report the closure and any subsequent reopening within 24 hours via the following:

- Email CCSAssessments@dese.gov.au
- your state regulatory authority (NASITS portal), and
- your third-party child care software provider.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	7/12/20	30/8/23
1/4/21	17/5/21	30/8/23
26/9/23	16/10/23	26/9/26

4.15 Asthma Management (Vacant)

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	Embedded into 4.17	30/8/23
	7/12/20	
26/9/23	16/10/23	26/9/26

4.16 Vehicle Restraint

The Service promotes safety in the transporting of children in vehicles during the operation of program activities. The following measures, articulated through procedure, support legislative attempts to reduce the effects of serious injury or death in the event of a crash.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Queensland Government, Child Restraint Legislation, Department of Transport and Main Roads (Effective 11 March 2010);
- NQS Area: 2.3; 6.1; 7.1; 7.3.

Procedures

In the case of children being transported in a private vehicle during the operation of the program, the Service shall provide appropriate child restraints in accordance with recommendations for children 4-7 years, which are a booster seat with H-harness or a booster seat with a secured adult seatbelt. Booster seats provided shall be Australian Safety Standard approved. (*Australian Standard AS 1754 Child Restraint Systems Used in Motor Vehicles.*)

The following requirements will also apply:

- a child may stop using a child restraint once they turn seven or if their eye level is above the back of the booster seat;
- a child aged between four and seven years of age cannot sit in the front row of a vehicle that has more than one row of seats unless all the other seats are occupied by children under seven years of age;
- should the back seat have two child restraints fitted and there be no room for a third child restraint, a non-tethered booster seat or booster cushion can be used, providing the child using the booster seat is between four and seven years of age.

In the case of children being transported in a taxi during the operation of the program, the following guidelines shall be followed:

- children under the age of seven must not be seated in the front row of seats in a taxi. Taxi drivers will be responsible for ensuring that children between the ages of seven and sixteen are properly restrained in a seatbelt. The Service shall support the taxi driver in meeting such requirements;
- the Service shall ensure that children up to the age of seven are appropriately restrained when using taxi transport, whether in an approved child restraint or adult seatbelt. This may mean that the Service provides their own restraints, however there is no requirement in a taxi to do so.

In the case of children being transported in a bus during the operation of the program, the following guidelines shall be followed:

- bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required.
- the restraint provisions for four to seven-year olds apply to a bus that has 11 or 12 seats with all passengers having to wear seat belts if they are fitted.

The indicative weight specified for this age range in the restraint laws is 14 to 26 kgs. Children who are four (or more) years of age but below the indicative weight range may be recommended the forward-facing child restraint with built-in harness. Children who are seven (or more) years of age, within the indicative weight range may still require the recommended child restraint.

Source:

Queensland Department of Transport and Main Roads, *Child Restraints – questions and answers, 2011* - accessed 23rd June 2011.

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No Change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

4.17 Medical Conditions of Children

Policy Statement

The Service recognises the prevalence of children attending the Service who have health needs and relevant medical conditions including asthma, diabetes or at risk of anaphylaxis, requiring sound practices and planning to ensure their health and wellbeing are cared for. The Service is committed to a planned approach to the management of relevant medical conditions, and one that meets the legislative compliance of an education and care Service.

Importantly, the service recognises some children attend the service with both highly sensitive and potentially life-threatening conditions. Management and responsiveness of these medical needs is a critical aspect of their care. All children with additional health needs or relevant medical conditions will have medical management plans provided and displayed. Additionally, the Service will work collaboratively with parents and families to ensure the

Service understands and address risks associated with a child's need/condition (risk minimisation plans). Embedded within these plans are the outlined procedures to update information and actions as required (communication plans).

Our Service is committed to ensuring our Educators are equipped with the knowledge and skills to support children's medical needs. The Approved Provider will seek to ensure all children in attendance receive the highest level of care and protection. Where relevant, additional training, resources and knowledge will be provided to Educators to support the practices of the Service to attend to relevant health and medical needs.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- Education and Care Services National Law:
 - s.167 Offence relating to protection of children from harm and hazards
 - s.172 Offence to fail to display prescribed information
 - s.175 Offence relating to requirement to keep enrolment and other documents
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.90 Medical conditions policy
 - R.91 Medical conditions policy to be provided to parents
 - R.92 Medication record
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.95 Procedure for administration of medication
 - R.96 Self-administration of medication
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.173 Prescribed information to be displayed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
- **National Quality Standard:**
 - QA2 – Children's health and safety

Additional Regulatory Context and Guidance

- Anti-Discrimination Act 1991 (Qld)
- Food Act 2006 (Qld)
- Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)
- Medicines and Poisons (Medicines) Regulation 2021 (Qld)
- [NHMRC - *Staying healthy: Preventing infectious diseases in early childhood education and care services*](#)

Related Policies and Procedures

- 2.23 Interactions and Relationships with Children
- Policy Group 7
- 9.2 Enrolment

- 9.11 Enrolment Management
- 10.24 Privacy
- 10.28 Record Keeping and Retention

Appendices and Forms

Medical Risk Minimisation and Communication Plan

Key Tasks and Responsibilities

Development and Coordination of Plans	The Nominated Supervisor is responsible for liaising with parents to obtain and create the required plans to support a child with a relevant medical or health need.
Management of Conditions	The Approved Provider is to ensure the practices required for the management of specific health conditions is set out in policy. The Nominated Supervisor is to ensure these practices are communicated to educators during their induction.
Self-medication	All educators are to support children who self-administer medication and notify the Nominated Supervisor or Responsible Person, so the relevant records are completed.

Procedures

The procedures to manage children's medical conditions are contained within the following documents:

- Individualised medical needs and planning—
 - Management/action plans,
 - Risk-minimisation plans, and
 - Communication plans.
- Practices for the Management of Specific Medical Conditions
 - Emergency Asthma Management
 - Emergency anaphylaxis management
 - Diabetes emergency management
- Self-administering of Medication

Individualised Health and Medical Need and Planning

As set out by Regulation 90, any child enrolled in the Service who has been identified with a health or medical need will require the following medical plans for the service to care for the child:

- A **medical management plan** to be supplied by the parent
- The development of a **risk-minimisation plan** in consultation with a parent; and
- The development of a **communication plan** (for staff members to be informed of the health and medical needs of children and for parents to understand how to update health/medical information and/or relevant plans).

Requirements for Medical Plans

The Service's enrolment forms will outline a child's health and medical needs. Where the parent indicates a child has relevant need, the Nominated Supervisor will communicate with the family to confirm the requirement for medical plans (management/action plan, risk-minimisation and communication plan). A parent may notify the

Service at any time to update the service of a child's medical or health needs, which may also trigger the requirement of medical plans. Relevant health or medical needs, includes but is not limited to:

- one of the following conditions:
 - asthma,
 - diabetes
 - diagnosed at risk of anaphylaxis
- any allergy or health care need requiring
 - specific action to be taken during an incident/occurrence, or
 - there are relevant risk factors which attenuate the child's health, or
 - there are health or medical conditions relating to food safe handling, preparation, and/or consumption.

The Nominated Supervisor will liaise with parents to understand specific circumstances and navigate the service's requirements for medical plans.

Supply and Development of Medical Plans

Except for the management/action plan (that is supplied by the parent), all other plans are prepared by the service in collaboration with parents. Parents of children with relevant medical or health needs are encouraged to be actively involved in the development and contents of these important documents.

Plan Type	Details and Requirements
Medical Management (or action) plans	<p>The purpose of these plans is to set out the information that signals symptoms of the medical condition and health need and the actions must be followed in the event of an incident relating to the child.</p> <p>Unless there are extenuating circumstances, the medical management plan should be developed by the child's registered medical practitioner, ideally using specialist templates.</p> <p>At minimum the management/action plan should include the following:</p> <p>A photo of the child.</p> <p>Details of the specific health care need, allergy or relevant medical condition including the severity of the condition.</p> <p>Any current medication prescribed for the child.</p> <p>What may trigger the allergy or medical condition (if relevant).</p> <p>Signs and symptoms to be aware of as well as the response required from the service in relation to the emergence of symptoms.</p> <p>Any treatment/medication required to be administered in an emergency.</p> <p>The response required if the child does not respond to initial treatment.</p> <p>When to call an ambulance for assistance.</p> <p>Contact details of the doctor who signed the plan.</p>
Risk-Minimisation Plans	<p>These plans are developed by the service, in consultation with parents of the child.</p> <p>The service will use standardised templates to ensure all information is addressed.</p>

	<p>All risk-minimisation plans are to ensure:</p> <p>the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised.</p> <p>if relevant, include measures to address the safe handling, preparation, consumption, and service of food.</p> <p>if relevant, the parents are notified, through this documentation, of any known allergens that pose a risk to a child and strategies for minimising the risk.</p> <p>to ensure all staff members and volunteers can identify the child, the child's management plan and the location of the child's medication.</p> <p>if relevant, the child does not attend the service without medication prescribed by the child's medical practitioner for the condition.</p>
<p>Communication Plans</p>	<p>Typically, embedded within the risk-minimisation plan, the communication plan sets out the practices for —</p> <p>staff and visitors will be aware of relevant risks and plans to support the child's condition (including the location of the management/action plan).</p> <p>parents to update any relevant details regarding a child's medical condition or particular of the medical plans.</p>

Communication and Collaboration

Copy of Policy Provided (Regulation 91)

Parents will be provided copies of the *medical risk-minimisation plan* and asked to confirm their approval. Attached to all each *medical risk-minimisation and communication plan* will be a copy of this policy (4.17 Children with Medical Conditions). [The active medical risk minimisation plans are stored in the 'Individual RMP's – Specific Medical Needs Folder' and any superseded records will be stored with the child's enrolment.](#)

Communication of Plans and Policies

Medical Management Plans are displayed in the OSHC office behind the office door. This location provides discretion from public view and display for all educators of the service. [All staff are shown the specific location on induction and are provided with opportunity to read and understand the content of each plan.](#)

In addition, any children enrolled with medical needs are communicated to staff in team meetings and daily communication. The Nominated Supervisor is responsible for ensuring all educators, other staff and volunteers are able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their information, plans and medication/s easily.

The active medical risk minimisation plans are stored in the 'Individual RMP's – Specific Medical Needs Folder' and any superseded records will be stored with the child's enrolment. All risk-minimisation plans will be communicated with staff. Educators will be asked to sign acknowledgement of reading the risk-minimisation plan. This will document the communication and subsequent understanding of what is required.

Practices for the Management of Specific Medical Conditions

Induction and instruction of this policy will be provided to every staff member and volunteer engaged at the service. Each person must acknowledge they have been trained, read the policy and understand the practices required to support children's health and medical needs.

Individual children's relevant health needs and corresponding plans will be discussed on a regular basis with all educators at team meetings to ensure staff have sound knowledge of practices and emergency management actions.

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service. The service is committed to exceeding the required minimum standards through providing asthma management training for all educators at least annually.

Educator Training and Qualifications

The Nominated Supervisor will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, responding to allergic reactions, basic first aid and adhering to special dietary requirements.

Additionally, children who are enrolled in the service with medical conditions and needs requiring specialist knowledge or training will be supported. Educators will have access to training relevant to children's medical needs.

Asthma Management (Regulation 90 (1))a))

Responding to Emergency Asthma Incidents

The procedure outlined in the child's medical management plan should be followed in the first instance.

Any enrolled child diagnosed with asthma will have a **medical management/action/care plan** setting out the steps to follow during an asthma flare-up (also referred to as an asthma attack).

However, if this does not alleviate the asthma symptoms, or where a child is not known to have asthma (therefore no plan has been provided), an educator will provide first aid following the steps outlined by Asthma Australia. If the treating educator is not trained in emergency asthma management, an emergency asthma qualified educator should be immediately sought by any persons identifying any relevant symptoms.

Asthma Flare-Up Symptoms

An asthma attack can start slowly (over hours to days) or can get worse very quickly (in seconds to minutes). The most common symptoms of asthma are:

- Wheezing – a high-pitched sound coming from the chest while breathing. Not all people wheeze during an asthma attack.
- A feeling of not being able to get enough air or being short of breath.
- A feeling of tightness in the chest.
- Coughing.

Treating an Asthma Flare-up (Asthma Attack)

- 1 Sit the child upright.
- 2 The educator will be calm and reassuring.
- 3 Give four (4) puffs of **blue reliever medication** (Ventolin) with slow and deep breathing in after each puff. If using a spacer, follow each of 4 puffs with 4 breaths in and out following each puff.
- 4 Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above.
- 5 If there is still no improvement, **call emergency services** (000).
- 6 Keep giving four (4) puffs every four (4) minutes until the emergency services arrive.

Authorisation for administering asthma medication is not required in an emergency. Once an educator has administered emergency asthma medication, they must notify the parent and emergency services as soon as practicable (Regulation 94)

Emergency Asthma Equipment

If a child has their own asthma medication, this should be used in the first instance. For any other reason, the service's first aid kit contains Ventolin (blue puffer) and a spacer. Expiry dates of all puffers used will be closely monitored and replaced when expired. Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination. All asthma medication provided by families and administered by educators and/or self-administered by the child with the condition, must be in accordance with the Medication Policy (see Policy 4.6) of this service.

Anaphylaxis Response (Regulation 90 (1)(a))

Managing Children at Risk of Anaphylaxis (Regulation 90 (1)(a))

The service will take appropriate action to minimise, as far as reasonably practicable, exposure to known allergens where children have been diagnosed with anaphylaxis. These specific actions will be identified through the risk minimisation planning procedure.

In recognising food allergies are a common (but not the only) source of allergy, in order to minimise the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, our service will adopt the following practices:

- Educate children about food allergies and ways to keep people safe;
- Actively discourage children to trade or share food, utensils or food containers;
- Ensure all food handling supports children's medical management plans;
- Request families to label all drink bottles and lunch boxes with their child's name;
- Consider the contents of food and non-food items for inconspicuous triggers;
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children are in care; and
- Where a child is known to have a susceptibility to severe allergy or anaphylactic reaction to a particular food, the service will develop policy and implement practice for the management of children, educators or visitors bringing foods or products to the service containing the specific allergen (e.g. nuts, eggs, seafood).

Responding to Emergency Anaphylaxis Incidents

The procedure outlined in the child's medical management plan should be followed in the first instance.

Any enrolled child diagnosed at risk of anaphylaxis will have a **medical management/action/care plan** setting out the steps to following during an anaphylactic reaction. A child with a known risk of anaphylaxis will always have their medication administered first.

In recognising symptoms of anaphylaxis, if the educator is not trained in emergency anaphylaxis management, an emergency anaphylaxis qualified educator should be immediately sought. They will take the lead in managing the emergency actions.

Symptoms of Anaphylaxis

Can include any one of the following:

- Difficult/noisy breathing.
- Swelling of the tongue and/or swelling/tightness in the throat.
- Difficulty talking and/or hoarse voice.
- Wheeze or persistent cough.

- Persistent dizziness and/or collapse.
- Pale and floppy (in young children).

In some cases, anaphylaxis is preceded by less dangerous allergic symptoms such as:

- Swelling of face, lips and/or eyes.
- Hives or welts.
- Abdominal pain and vomiting (these are signs of anaphylaxis for insect allergy).

Treating Anaphylaxis Symptoms

1. Lay the person flat – do NOT allow them to stand or walk.
2. **The educator is to administer the adrenaline autoinjector (Epipen) - it is the first line treatment for anaphylaxis.** If in doubt give adrenaline autoinjector (Epipen).
3. Phone emergency services -000 (ambulance).
4. Phone parent (if practicable).
5. Further adrenaline doses may be given if no response after 5 minutes.
6. Transported to hospital by ambulance (for observation).
7. Commence CPR at any time if person is unresponsive and not breathing normally.

Administering an adrenaline autoinjector (Epipen or similar) does not require authorisation in an emergency. In an emergency, educators should administer the medication, then as soon as reasonably practicable, parents and emergency services must be notified (Regulation 94).

Emergency Medication - Epipen

The service will always have an in-date adrenaline autoinjector (Epipen) stored in their first aid kit, located in the office, for emergency use. This will be in addition to (and not a substitute for) the prescribed devices for individual children with a diagnosed anaphylactic allergy.

A copy of the ASCIA First Aid Plan for Anaphylaxis will be stored with the emergency Epipen.

This device will be used where

- A child who is known to be at risk of anaphylaxis does not have their own device immediately accessible or the device is out of date;
- A second dose of adrenaline is required before an ambulance has arrived and emergency services have advised the use;
- The child's prescribed device has misfired or accidentally been discharged; and/or
- A child not diagnosed/identified as at risk of anaphylaxis is symptomatic

Each child will have the appropriate medication i.e. Epipen (or similar) accessible to educators. Appropriate medication will be stored at the service for each relevant child. These will be stored in a clearly labelled and marked containers. All expiry dates of this medication will be recorded in a replacement schedule, which will be actively monitored by the Nominated Supervisor. Parents will be advised of expiry 3 months before expiry date. **Children will not be allowed to attend the service without their medication being available, and therefore any active bookings will be removed until current medication is provided to the service.**

In circumstances where a child requires an Epipen (or similar) the service will request an additional device is stored at the service rather than being transported. If these arrangements are not suitable, personalised arrangement and risk-minimisation plans will be identified in collaboration with the Nominated Supervisor, Approved Provider and parents.

Diabetes Management Practice (Regulation 90(1)(a))

Children with type 1 diabetes are at most risk from hypoglycaemia, which occurs when blood sugar levels are too low. Elements that can cause a hypoglycaemia include:

- a delayed or missed meal, or a meal with too little carbohydrate,
- extra strenuous or unplanned physical activity,
- too much insulin or medication for diabetes, and/or
- vomiting.

Hypoglycaemia Symptoms

- headache
- trembling
- looking pale
- feeling hungry
- sweating
- lethargy
- crying
- being irritable
- hunger
- feeling/acting confused

Generally, specific action to manage any systems will be set out in the children's medical management plans. However, where the plan does not specify actions the following will occur—

- Support the child to ingest some sugar (.
- The child will be directed to rest (must be actively monitored).
- The service will phone parents.

Severe hypoglycaemia symptoms can include being—

- extremely drowsy or disorientated and completely refusing food
- unconscious
- having a fit/convulsion
- unresponsive

Any child presenting with these symptoms will require urgent emergency medical attention. The Nominated Supervisor will call **emergency services (000)** for an **ambulance** immediately. Relevant first aid practices will be used in the absence of emergency service advice and/or treatment.

Hyperglycaemia (hyper) occurs when blood sugar levels are too high. It can be caused by not enough insulin administered, eating too many carbs, stress, hormones, weather and physical activity.

Hyperglycaemia Symptoms

- Feeling excessively thirsty
- Frequently passing large volumes of urine
- Feeling tired
- Blurred vision

Actions to manage this should be outlined in management plans. It is likely that the child will require medication. Educators must follow medication administration policies and authorisations in this instance.

In the event of major concerns regarding insulin levels of a child, the Nominated Supervisor (or Responsible Person or any relevant educator) will respond by calling the parent, or if needed, **emergency services (ambulance) – 000**.

Children Self-administering Medication (Regulation 90 (2) & (3))

The service allows for children to self-administer medication, subject to the following—

- The parents must have provided the relevant authorisation via a medication permission form.
- The child must have the capacity to safely administer the medication.
- An agreed plan around the transportation of medication, including ensuring they are always in attendance must be approved by the service.

Despite authority to self-administer, educators should be aware of any relevant signs and symptoms or schedules relating to a child's medication administration. Where relevant, educator should prompt/remind children to administer their medication on this basis.

Protocols for Self-Administration

Where a child intends to self-medicate, they must:

- Inform an educator of their intention to take medication
- Collect the medication from where it has safely been stored

Educators will then:

- supervise the child who is self-administering medication/s
- ask the child when medication was last administered (and record this information)
- ensure each child follows all administration of medication, health and hygiene procedures.

Self-Administration Records (Regulation 90 (3))

The service will record all instances of supervised self-administration of medication. Like all medication administration records, details of the date, time and dosage of the medication administration will be recorded by the educator who witnessed the administration.

A copy of the medication self-administration record can be provided to the parent at any time.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	30/8/2026
28/2/24 Enhanced Procedures	20/5/24	30/8/2026

4.18 First Aid

Policy Statement

The Service acknowledges its responsibility to ensure appropriate procedures are in place for managing all incidents, including injuries and illnesses, where first aid treatment is required. Ensuring the workplace has established systems that provide the resources and expertise to ensure care is provided in a way that maintains children's safety and wellbeing is a critical duty of the service.

Broadly, the service has two areas of first aid administration—

- First aid facilities and equipment, and
- First aid expertise - qualified staff.

Fundamentally, the specifics of these requirements are created from a risk assessment (requirements assessment) procedure. In establishing the requirements of the service, the implemented procedures are followed to ensure the content, design, accessibility and visibility of equipment is managed to a compliant and quality standard.

To reflect our commitment to children's safety and protection, the expectations for our educators to hold approved qualifications exceed the regulated minimum standard. We recognise the importance of timeliness and availability to care and treatment when first aid is required and resource our service accordingly.

For the purposes of first aid qualifications (including emergency asthma and anaphylaxis), 'approved' means qualifications set out in the NQF approved qualifications list (Regulation 137), completed within the relevant timeframes, with training outside of this list being seen as irrelevant. All evidence of a staff member's first aid qualifications will be kept on file, in their employee record.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Regulations:**
 - R.89 First aid kits
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.136 First aid qualifications
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.183 Storage of records and other documents
- **National Quality Standard**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

Work Health and Safety Act 2011

Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)

- First Aid in the Workplace Code of Practice

Related Policies and Procedures

2.23 Interactions and Relationships with Children

9.2 Enrolment

9.11 Enrolment Management

10.24 Privacy

10.28 Record Keeping and Retention

Appendices and Forms

First Aid Requirements Assessment

Key Tasks and Responsibilities

First Aid Facilities	The Approved Provider is responsible for ensuring the relevant analysis of first aid needs is carried out. The Nominated Supervisor is then responsible for ensuring the equipment needed is purchased and maintained by the service.
First Aid Information and Training	The Nominated Supervisor will maintain employee records for first aid qualification and coordinate any training needs. Educators are to submit relevant evidence of first aid qualifications.
Applying First Aid	Qualified first aid educators are to apply first aid as per training. Any educator who is not first aid trained is to alert the need for a first aid qualified educator to respond to an incident. The person treating any injuries must complete the relevant report, with the Nominated Supervisor or Responsible Person notifying parents.

Procedures

First Aid Facilities

The Approved Provider recognises their responsibility to ensure the service's first aid kits are (Regulation 89) —

- of an appropriate number considering the number of children being educated and cared for by the service,
- suitably equipped, and
- easily recognisable and readily accessible to adults.

The Nominated Supervisor is supported to ensure the first aid supplies are well-stocked. Routine inspection of supplies occurs weekly, and a comprehensive re-stock is completed at least each term. Out of an abundance of caution, the service is committed to ensure resources exceeds likely needs. As well as a large comprehensive first aid kit located in the OSHC building, additional smaller kits are available to have on hand to take to outdoor or other areas regularly used by the service (e.g. shared alternative spaces).

Guided by the First Aid in the Workplace Code of Practice 2021, the contents of our first aid kits have been developed based on a workplace first aid assessment, which has identified the relevant needs for our context. The assessment will be monitored and reviewed, should additional information prompt a change in needs, relevant policies and plans will be updated.

The first aid assessment has identified the kits will contain as a minimum⁸:

Central First Aid Kit Contents		
# of	Item	Use/Purpose

⁸ There are no specific requirements to have these particular items or amounts per se. These should be formulated based on the workplace first aid assessment. The details included are a general guide.

1	Instructions for providing first aid, including CPR flowchart	in the event CPR is required, proper technique is applied.
50	Adhesive strips (assorted sizes)	for minor wound dressing.
3	Splinter probes (single use, disposable).	for removing foreign bodies.
2	Hypo-allergenic micropore adhesive tape	for securing dressings and strapping.
3	Eye pads	to protect eye injuries.
2	Triangular bandage	for slings, support and/or padding.
6	Crepe and conforming bandages (various sizes)	to hold dressings in place and provide support and compression.
3	Wound/combine dressings	to control bleeding and for covering wounds.
5	Non-adherent dressings/pads	for wound dressing.
5	Safety pins	to secure bandages and slings.
1	Scissors	for cutting dressings or clothing.
1	Kidney dish	for holding dressings and instruments.
1	Small dressings' bowl	for holding liquids.
5	Gauze squares packets	for cleaning wounds.
2	Forceps/tweezers (one metal, one plastic)	for removing foreign bodies.
10	Disposable nitrile, latex or vinyl examination gloves	for infection control.

1	Sharps disposal container and tongs	for infection control and disposal purposes.
8	Sterile saline solution or sterile water	for emergency eye wash or for irrigating eye wounds. The solution must be discarded after opening.
1	Resuscitation mask	to be used by qualified personnel for resuscitation purposes.
5	Antiseptic solution	for cleaning wounds and skin.
4	Plastic bags	for waste disposal.
1	Note pad and pen/pencil	for recording the injured or ill person's condition and treatment given.
5	Instant ice-pack	for the management of strains, sprains and bruises.
2	Emergency rescue blanket	for shock or hypothermia.
1	Digital thermometer	to assess for illness/infection.
2	Emergency asthma puffer (Ventolin)	to be given in emergency asthma situation.
2	Disposable asthma spacer	to be used when administering emergency asthma medication.
1	Emergency EpiPen	to be given in emergency anaphylaxis situation.

Portable First Aid Kit Contents

# of	Item	Use/Purpose
1	Instructions for providing first aid, including CPR flowchart	in the event CPR is required, proper technique is applied.
10	Adhesive strips (assorted sizes)	for minor wound dressing.

1	Conforming bandage	for support and compression.
1	Disposable CPR mask	for resuscitation.
4	Disposable latex gloves	for infection control.
2	Plastic bags	for waste disposal.
1	Gauze squares packets	for cleaning wounds.
5	Alcohol swabs	for cleaning wounds.
1	Note pad and pen/pencil	for recording the injured or ill person's condition and treatment given.

Kit Location

The central first aid kit is kept in the OSHC building. The cupboard will be appropriately marked with a highly visible first aid sign. Educators will be shown the location of the first aid kit during induction. The service complements the central kit with more accessible portable kits that are taken by educators to other environments for the purpose of delivering the program (e.g. outdoors or shared/alternate spaces). The portable kits are designed to be identified as such and are clearly labelled).

First Aid Information and Training

For the purposes of an educator being considered as currently first aid qualified, the educator will need to have completed an approved course of the following type, within the stated timeframes (Regulation 136)-

First aid qualification	Life support training and cardiopulmonary resuscitation (CPR) training that forms part of the first aid qualification	1 year
	Any other training that forms part of the approved first aid qualification	3 years
Approved anaphylaxis management training		3 years
Approved emergency asthma management training		3 years

While the service would typically exceed first aid (and emergency asthma/anaphylaxis) qualification requirements, the Nominated Supervisor will ensure that, at least one educator with the current first

aid/emergency qualification is in attendance and immediately available in an emergency, at all times children are being cared for. To ensure the service maintains compliance, any Nominated Supervisor or Responsible Person must maintain their relevant qualifications.

Staff Records

The service will retain evidence of all educator's first aid and emergency management qualifications and a summary of this information will be maintained in the staff schedule.

Availability of Information

First aid information will be made accessible to educators, with a variety of resources and displays positioned throughout the service. Additionally, educator induction will also include relevant information and verbal instruction. Current information about specific risks in the workplace and any changes affecting the provision and use of first aid will be provided to educators on a regular basis and documented in staff meetings.

Applying First Aid – Critical Incidents

Only suitably qualified educators are to apply first aid to children. All administration of first aid will be consistent with the level of training and competency of the educator's qualification. Any child who sustains (or suspected to have sustained) an injury will be attended to by a first-aid qualified educator, this may require an educator to seek the appropriate assistance.

Principles for Serious First Aid Incident

When a need is identified to give first aid, the person will ensure that ill or injured persons procedures for administering first aid will be in accordance with the [4.5 Incidents, Illness, Injury, and Trauma](#) policy. The educators should make sound judgement in treating incidents to—

- Preserve life as an immediate priority.
- Ensure the child is stabilised and comforted until medical help intervenes, including monitoring the ill or injured persons (where needed, in the recovery position).
- Ensure that the environment is safe and that other persons (especially children) are not in danger of becoming ill or injured.
- Seek support to assist in the care and response.

Emergency Services

Any incident or injury requiring a greater care and treatment than first aid, an ambulance/emergency services (000) will be immediately called.

Treating Wounds – Minimise Cross Contamination

When treating open wounds, educators will—

- Remove required items to be used to manage first aid from the first aid kit.
- Place items in/on a non-contaminated dish or surface.
- Wash hands and use gloves before treating wounds.
- When cleaning wound with a sterile swab or other disinfectant, follow the relevant training and instructions.
- The used swab or like will be placed in a first aid waste bin for isolation and disposal.

- If changing the type of first aid activity, e.g. cleaning to bandaging, gloves will be changed and placed in the first aid waste bin.

Treating Suspected Concussion

Where an incident occurs and there is a suspicion of concussion, once the situation is stable, parents will be called to collect the child. The child will be closely monitored while parents arrive. Should there be an escalation of symptoms, emergency services (000) will be called.

Injury Reporting

Where first aid is applied because the child has sustained an injury, an Incident, Illness, Injury or Trauma Report must be completed. Parents must be notified of any injury as soon as practicable, but within 24 hours. For **serious incidents** (hospital/medical treatment needed or ought to have been needed) an additional notification to the Regulatory Authority is required as soon as practicable, but within 24 hours – see 4.5 [Incidents, Illness, Injury, and Trauma](#) Policy for these steps.

First aid records

All incidents requiring first aid treatment will be recorded on the appropriate child or educator reporting forms.

For incidents that may require minor first aid (e.g. bandaids), an entry must be made in the first aid record book. Information to be included in the first aid record book may include:

- the child's name,
- the reason for and location of Band-Aid (on their person), and
- Educator signature.

First aid incident reports will be reviewed by the Coordinator on a periodic basis in order to identify areas or processes of the Service that are likely to give rise to injury or illness. Such periodic reviews will also be used to:

- review safety procedures for preventing further problems;
- implement safer and healthier work practices;
- identify where first aid facilities and services are most needed;

The parent/guardian of a child shall be given a copy of their first aid record or have access to that child's record on request. The original copy of the first aid record shall be retained at the Service.

First Aid Waste Management

Manage first aid waste and corresponding biohazards to effectively prevent cross infection or contamination from waste materials forms an important element of the whole first aid procedure.

A clearly labelled first aid waste bin will be available and maintained in the following way—

- Fitted with a bag that can be sealed and removed each day (if required).
- Cleaned and sanitised daily (if required).
- Located in a suitable place that is not readily accessible to children.

Any material used, including gloves and packaging will be properly disposed. The location where first aid was administered will be inspected for any remaining biohazards (body fluid, waste). If needed, the area will be blocked off while relevant cleaning and sanitisation occurs.

Injuries to Employees or Visitors

Any employee (or other adult) injuries will follow steps compatible with the service's policy. Any significant injury requiring medical treatment will be managed in collaboration with the Nominated Supervisor or Responsible Person. Just as expected with children, where an injury requires greater response than first aid, an ambulance will be called.

Documentation of educator or visitor injuries will be recorded on the appropriate form. Reporting to Work Health Safety Queensland (WHSQ) may be required where an incident reaches a notifiable threshold. Details of reporting requirements and methods can be found on the WHSQ website.

First aid records relating to incidents involving Educators will be kept in their staff file and maintained for workers' compensation purposes.

Employees shall be given a copy of their first aid record or have access to that record on request. The original copy of the first aid record shall be retained at the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
20/2/24 Address regulatory changes	20/5/24	26/9/26

4.18.1 Sample Medical Conditions Risk Minimisation Plan

Mayfield State School
Outside School Hours Care

TEMPLATE

Individual Medical Risk Minimisation Plan

Name of child:
Date of birth:

Specific medical need:
Allergen:
Individual Action Plan (signed by medical practitioner):

Medication:
Storage of medication:
Location of Individual Action Plan:
Location of Individual Risk Minimisation Plan: Individual Medical Needs folder

Parent/Guardian:
Name:
Phone:
Name:
Phone:

In case of emergency:

- Procedure on Individual Action Plan will be followed strictly by Educators
- Emergency services will be phoned (ambulance – 000)
- Parent/guardian will be phoned



1

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	No change 7/12/20	30/8/22
26/9/23	16/10/23	26/9/26

4.19 Immunisation

The service acknowledges their obligation to ensure a safe environment and operations of the service, including the prevention of infectious disease. Additionally, the service recognises the role of scheduled vaccinations (see National Immunisation Program) in addressing health risks to children and the community. The service is committed to promoting sound health strategies through documenting the immunisation status of people accessing the service.

To manage these duties, upon enrolment, the service will request parents/caregivers to provide their child's immunisation history statement, to determine if enrolment and subsequent attendance will be accepted. Furthermore, employees will be asked to record their immunisation status and, although not mandatory it is considered best practice to encourage employees to ensure their immunisations are up to date (see section 4.2 of the *Staying Healthy* resource).

Should there be an instance of infectious disease occur at the service in which a person is not immunised, the Nominated Supervisor will liaise with the Approved Provider to coordinate management of health and safety, up to and including temporary exclusion.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- A New Tax System (Family Assistance) Act 1999
- Family Assistance (Immunisation Principles and Vaccination Schedules) (DSS) Determination 2018
- Public Health Act 2005
- Work Health and Safe Act 2011
- Staying healthy: Preventing infectious diseases in early childhood education and care services
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children's health and safety; 3 – Physical environment; 4 - Staffing arrangements; 5 - Relationships with children; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.

Procedures

Employees

All employees and volunteers working with children in the service should be up to date with all the vaccinations as recommended for adults contained within the [National Immunisation Program Schedule](#).

Queensland Health recommends people working with children to be vaccinated against –

- [Influenza \(up to date\)](#)
- [Measles](#)
- [Mumps](#)
- [Rubella \(German measles\)](#)
- [Whooping cough \(pertussis\)](#)
- [Chickenpox \(varicella\)](#)
- Hepatitis A

Upon commencement of employment, the Nominated Supervisor (or appropriate other) will request the educator to indicate the relevant known vaccination they have received. This record will be stored securely in the staff file and will typically only be referred to in the event of an outbreak of a vaccine preventable disease. Should an employee withhold a record, the employee will be taken as having a 'non-immunised' status for all relevant diseases.

In the event of a vaccine-preventable disease within the service the employee's immunisation records will be checked. The service may require 'non-immunised' employee's to be excluded from the service based as guided in the *Staying Healthy* resource.

Enrolled Children

During the enrolment process the service will require the parent/caregiver to produce relevant immunisation record, via either –

- an official statement issued by the Australian Immunisation Register (AIR)
- a letter from a recognised immunisation provider such as a GP.

The immunisation record will state whether the immunisations are 'up to date' or 'not up to date' with the National Immunisation Program Schedule. Should no record be provided to the service the child's immunisation status will be considered 'not up to date.'

The service can request an updated immunisation history statement for children already enrolled in the service. The parent/guardian has four weeks to provide a current statement.

Where the parent/caregiver does not provide the child's immunisation history statement within the reasonable timeframe (4 weeks) or a family has alerted to the service that their child is not immunised through a conscientious objection, the child's enrolment may be:

- Refused or cancelled - Under the *Public Health Act*, an education and care can refuse the enrolment or attendance of children who are not up to date with their scheduled vaccinations as per the National Immunisation Program.
- Refuse attendance until immunised - Attendance can be refused until an Immunisation History Statement or other documentation from a recognised immunisation provider demonstrates full immunisation status; or
- Accepted, with specific conditions in place - Specific conditions may include restricting care during an outbreak of infectious disease at the service.

Families whose children immunisation status is deemed 'not up to date', with an accepted enrolment, (with or without conditions) will not be eligible for Child Care Subsidy (CCS). To remove any doubt, the service has the flexibility to allow the enrolment or attendance of children whose immunisation status may be unknown or not up-to-date.

Enrolment and/or attendance for a child cannot be refused based on an immunisation status if children have a medical contraindication to some or all scheduled vaccines. Likewise, for children who are on a recognised catch-up schedule - whilst not technically vaccinated, these children are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

Management

The service will establish risk management procedures relating to monitoring and managing the spread of vaccine-preventable diseases at the service. Procedures will include but not limited to:

- Monitoring and recording children's immunisation status through enrolment.
- Recording and referring to the immunisation status of employees.
- Communication regarding infectious disease outbreak and management; and
- Limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).
- Limiting attendance for vulnerable employees during times of infectious disease outbreak based on advice from the Public Health Authority.

Changes to Childhood Immunisation Laws

Managing existing enrolments - Information sheet for Queensland OSHC services

From January 1 2016, new state and federal laws relating to childhood immunisations come into effect. Under these laws a child's immunisation status will affect the family's eligibility for family assistance payments (in particular CCS) and may limit their childcare options.

Services who would like to implement the provisions as a result of the changes to the childhood immunisation laws must have a policy on the enrolment and attendance of children whose:

- immunisation status is not up to date; and
- parents who do not provide an immunisation history statement.

To exercise these discretionary powers and to be legally protected, your Service must:

- Be satisfied that the child has passed one of the vaccination milestones under the National Immunisation Program Schedule Queensland (printable poster available at <https://www.health.qld.gov.au/publications/clinical-practice/guidelines-procedures/immunisation-schedule.pdf>);
- Request the parent provide an immunisation history statement showing that their child's immunisation status is up to date;

- On making the request, inform the parent of the potential consequences for the child's enrolment or attendance, if their child's immunisation status is not up to date; and
- Give the parent at least four weeks to provide the immunisation history statement.

If the parent does not provide an immunisation history statement within the requested timeframe, the Service can:

- Cancel enrolment of children whose immunisation status is not up to date;
- Refuse attendance of children until proof of immunisation status is provided;
- Impose another condition on the child's enrolment or attendance until proof of up to date immunisation status is provided.

For new enrolments please refer to QCAN policy 4.19 – Childhood Immunisation Policy

Date of Development/review	Date Ratified	Date to be Reviewed
22/9/20	7/12/20	30/8/23
1/4/21	15/5/21	30/8/23
26/9/23	16/10/23	26/9/26

4.20 Sleep and Rest

Policy Statement

The health, wellbeing and comfort of children attending OSHC includes access to sleep, rest and relaxation. The service will structure the environment, practices and program to ensure children needing or seeking calmer and quieter areas for play and leisure can access these when required.

The age, developmental stage and the individual needs of each child is a central component of the planning and structure of the program. We recognise that each child is unique and their requirements for sleep and rest will vary. The program will be developed to consider the variability and diversity of children's needs.

Parents are welcome and encouraged to discuss and contribute to the planning of the program to ensure their child's individual sleep, rest and relaxation needs are met.

The service's physical environment will be shaped with provision of inviting areas for calm and restful play. Resources and facilities where children can lay down in comfort will be available during all sessions. If needed, children will be provided with a suitable area to sleep. Where resources such as bedding and linen is used, these will be cleaned and appropriately stored after each occasion.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Regulations:**

- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- [Queensland Health - Healthy sleep in children factsheet](#)
- [Article 31 of the UN Convention on the Rights of the Child](#)

Related Policies and Procedures

- 2.23 Interactions and Relationships with Children
- 9.2 Enrolment
- 9.11 Enrolment Management
- 10.24 Privacy
- 10.28 Record Keeping and Retention

Appendices and Forms

Risk Assessment Template – Sleep and Rest

Key Tasks and Responsibilities

Sleep and Rest Facilities	The Approved Provider is to ensure sufficient facilities and physical space is available for children's access to sleep and rest. The Nominated Supervisor will ensure the facilities are appropriately maintained and used, including reporting additional requirements or improvements.
Supporting Rest	The Nominated Supervisor and Educational Leader are responsible for the coordination and plans and practices to ensure children have access to suitable rest and sleep settings. Educators are to use their insight into the needs of children and provide access to relevant facilities.

Procedures

Recognising Children's Needs

All educators will be provided with instruction around children's rights to rest, relaxation and leisure. Additionally, the wellbeing and comfort of children will be an ongoing aspect of reflection surrounding the program. The service will be responsive to the needs of children, demonstrating flexibility around how the program is facilitated. Where needed, children are welcome and encouraged to engage in sleep, quiet and/or downtime experiences.

Shaping the Environment for Rest and Relaxation

As part of the educational program, restful activities and downtime experiences will be offered throughout the session/day. Where a child is displaying characteristics of fatigue and tiredness, educators will encourage and support the child to access the relevant quiet areas.

For every session of care, the physical environment is thoughtfully configured so children can access a range of play types, including downtime, restful and quiet experiences away from activities where robust or energetic play is occurring.

Collaborating with Families

Like all aspects of care and programming, families are encouraged to discuss their child's needs with the OSHC leadership team so these can be included in routines and practices. Where specific and intensive sleep and rest is required, individual plans will be created.

As part of the ongoing development of the program, educators will continue to consult with children around preferences for rest and relaxation at OSHC. Where preferences are identified, these will be documented and included in critical reflection and planning.

Protocols for Children Seeking Sleep

1. Where a child is seeking an area to sleep or rest, bean bags are available in Zen Zone.
2. The area will be kept free of active games or loud activities to be as reasonably quiet as possible.
3. Bedding that is stored in Zen Zone can be used to make the child comfortable.
4. An educator will position themselves to supervise the general area where the child is resting.
5. Once the child has finished sleeping or resting the bean bags will be left in Zen Zone.
- 6.

Date Development/review	of	Date Ratified	Date to be Reviewed
22/9/20		No Change 7/12/20	30/8/23
26/9/23		26/10/23	26/9/26
20/2/24			26/9/26

4.21 Supporting Mental Health and Wellbeing

The Service recognises the increasing complexity of mental health issues among our children, families and Educators. The Coordinator and Educators will work collaboratively with children and families to develop skills, attitudes and behaviours that promote long term mental health and wellbeing outcomes for the children who attend our OSHC program.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- NQS Area: 1.1, 1.2; 2.2, 2.3; 3.2; 4.1; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2.
- Policies: 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.22 – Children's Participation and Decisions Making, 3.1 – Educational Program Planning, 4.1 – General Health and Safety, 4.4 – Preventative Health and Wellbeing, 4.20 Sleep and Rest Policy. 9.2 – Enrolment

Procedures

Management, Coordinators and Educators shall be committed to providing a Service, which acknowledges the importance of good mental health and wellbeing.

An inclusive physical and social environment will be provided that promotes fun, enjoyment and learning through play.

Educators will actively develop and form healthy and secure relationships with individual children and families by engaging in meaningful conversations with them and displaying genuine interest in their welfare.

Gain understanding of the child's interests, ideas, abilities, background and culture and draw on these when designing, planning and implementing the program.

Monitor and evaluate the mental health and wellbeing of children and colleagues providing sensitive and ethical support as needed.

At team meetings share information about the needs of children and families and reflect on appropriate practice for support.

Children will be encouraged to express and manage their emotions, thoughts and behaviour, and to interact appropriately with peers and others.

Provide opportunities for children to express their opinions on matters that affect them, to make choices and to work collaboratively with others.

Promote for each child a sense of self-worth, confidence, dignity and belonging to the group.

Actively acknowledge children's strengths, efforts and achievements

Respond to and assist children when they are experiencing difficulties or challenges, to solve problems and to experience success.

Provide children with downtime, restful experiences.

Consult with families and access professional support, training and advice in instances where children are observed to be struggling and additional support is needed.

Raise awareness of mental health issues with children, families and staff through conversation and thoughtful and sensitively presented displays and promotions.

Reference

Hunter Institute of Mental Health (2014) Connections – A resource for early childhood educators about children's wellbeing. Canberra ACT: Australian Government Department of Education

Date of Development/review	Date Ratified	Date to be Reviewed
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22/9/20	No Change 7/12/20	30/8/23
26/9/23	16/10/23	26/9/26

POLICY GROUP FIVE:

Food and Nutrition

5.1 Nutrition, Dietary Requirements and Food Safety

Policy Statement

OSHC provides food as part of the service's education and care. The service recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children. We encourage and promote the health and wellbeing of children by providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are supported to understand the benefits of this approach to nutrition for their children.

The food and meals provided by the service will be adequate for the situation. Where desired, children will also be able to access food they may have brought to the service in their lunchbox. Drinking water will always be available and accessible to children.

Safe Food Handling Practices

The service has strict procedures to ensure food prepared, stored and served by the service upholds food safety standards, with a food safety program implemented to ensure this outcome. While the food safety program covers the entirety of the service's food handling practices, a key focus is around the safe preparation and storage of potentially hazardous food items, which are—

Foods that must be kept at a particular temperature to minimise the growth of food poisoning bacteria that may be in the food, or to stop the formation of toxins. These types of food are typically protein-rich foods (such as meat, dairy products), processed fruit and vegetables, and previously cooked food.

Health and Nutrition Guidelines

The service's menus and food available will be based on information from recognised health authorities, such as government health department and other organisations with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health). The primary guidelines for menu items will be based on the National Health and Medical Research Council's 'Australian Dietary Guidelines' and Queensland Education's Smart Choices strategy.

Importantly the service recognises the following key points from the Australian Dietary Guidelines:

- Children and adolescents need sufficient nutritious foods to grow and develop normally.
- In enjoying a wide variety of nutritious foods. Children adolescents should be encouraged to:
 - eat plenty of vegetables, legumes and fruits.
 - eat plenty of grain (cereal) foods, (including breads, rice, pasta and noodles), preferably wholegrain.
 - include lean meat, fish, poultry and/or alternatives.
 - include milks, yoghurt, cheese and/or alternatives.
 - Reduced fat varieties should be encouraged.
 - choose water as a drink.
- Likewise, care should be taken to:
 - limit saturated fat.
 - choose foods low in salt.
 - consume only moderate amounts foods containing added sugars.
- Prepare and store children's food safely.

The Eating Environment

Outside of the food provided by the service, we are committed to promoting healthy eating habits and providing nutritious food and drinks that meet the needs of children. We aim to influence children and families about making informed food choices and to create a positive and enjoyable eating environment. Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Programming – Food Based Activities

Cooking and preparing food with children also serves as a valuable program activity. Educators will ensure these activities reflect a safe environment for children's participation and consumption. Relevant precautions will be taken to consider the need for specific risk assessment, based on the nature of the activities and environment.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.78 Food and beverages
 - R.79 Service providing food and beverages
 - R.80 Weekly menu
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Food Act 2006 (Qld)
- Australian dietary guidelines - National Health and Medical Research Council's
- Queensland Education's Smart Choices strategy

Related Policies and Procedures

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Menu Development	The Approved Provider will ensure the relevant guidelines are available to ensure the food available to children is suitable. The Nominated Supervisor is to monitor the menu planning to ensure it reflects the relevant guidelines and expectations.
Food Preparation and Handling	The Nominated Supervisor or Responsible Person will monitor educator practices to ensure the food safety program is followed. The Nominated Supervisor will also ensure educators access relevant training and instruction, and the cleanliness of food preparation area is maintained.
Eating Environment	The Nominated Supervisor and Responsible Person is supported by educators to ensure the eating environment remains a pleasant and suitable space for children to consume meals and socialise.

Procedures

Menu Development

Health and Nutrition

1. The Nominated Supervisor will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures, including induction processes to inform educators on the service's practices for food safety.
2. Persons tasked with developing menu plans will have relevant understanding of nutritional guidelines, procedures and requirements of the service to serve adequate, healthy and nutritious food.
3. The service will continually consider the additional training needs, and where relevant, educators will be encouraged to attend professional development on food and nutrition themes.

Developing a Menu Plan

The service provides food – typically breakfast and afternoon tea – for the relevant sessions of care. A weekly menu is prepared to ensure the food provided reflects the relevant guidelines for nutrition and healthy eating:

1. In preparing the weekly menu, the educator responsible will demonstrate a wide variety of nutritious foods, including designing items to encourage plenty of desirable foods (vegetables, fruits, grain).
2. All menus will be planned in advance (at least the week prior).
3. As far as practical, the menu will include plenty of fresh foods, as opposed to pre-packaged and prepared foods.
4. Special dietary needs will be provided for with relevant alternatives or where otherwise impractical, the service will make individual arrangements with families.
5. Food or beverages provided will take into account any specific cultural or religious requirements.
6. Consideration will be given to preferences of children.
7. Children, families and other educators are encouraged to contribute ideas for the menu.

The weekly menu will be displayed near the entrance of the OSHC and will accurately describe the foods to be served throughout the week.

Drinking Water

- The Nominated Supervisor will ensure that children have ready access to safe drinking water.
- Water will be the preferred drink (milk and other drinks may be available on occasions).
- Educators will encourage children to drink extra water during the summer months or after/during vigorous activities, supplying their own water bottle if necessary.
- Educators will encourage parents to provide children with extra water to take with them on excursions.

Food Safety Program

Purchasing Food and Receiving Food Items

The service will purchase food products from reputable food businesses, primarily traditional supermarket businesses. The choice of supplier will be limited to those whose services and products have been found to be reliable.

Largely, products are delivered to the service from the supplier. When products are purchased and are delivered, the following conditions must be met-

1. Food should be covered or packaged (without damage) on arrival.
2. The staff member collecting the food or products should inspect to ensure no food or product is spoiled, has damaged packaging or past used-by date.
3. The staff member should check the temperate of the food including –
 - a. Chilled food is at or below 5°C.
 - b. Frozen Food is hard not partly thawed.
4. Food not meeting these requirements should be rejected.
5. The food or products should be immediately placed in the appropriate storage location.

Food Storage

Food must be stored in an appropriate environment to protect it from contamination and to maintain the safety and stability of the food, including—

Dry Storage (pantry/ cupboard)	<ul style="list-style-type: none">• Educators to inspect for signs of pests and the premises is regularly treated by a licensed pest controller.• Opened packaged products are stored in clean, sealed food grade containers (or re-sealable packaging).• Products are rotated and weekly inspections identify out-of-date stock.• Food is stored in accordance with manufacturer's specifications and not overcrowded.
Cold Storage (fridge)	<ul style="list-style-type: none">• Temperature checked and recorded daily with a thermometer to ensure below 5°C.• All potentially hazardous foods stored in a clean and covered food grade container or wrapped in a protective covering.• Fridge should not be overcrowded.• Raw foods must be separated from cooked or ready-to-eat foods. With ready-to-eat foods stored above raw foods.• Date mark and label stored food.
Frozen Storage	<ul style="list-style-type: none">• Frozen food needs to be stored frozen hard (not partially thawed).• Frozen food must be stored and covered in clean containers. It should be clearly labelled and dated to allow for stock rotation.• Frozen storage areas must not be overcrowded.

Food is discarded when stored outside of these requirements (contaminated, incorrect temperature, out-of-date etc).

Thawing

Thawing potentially hazardous frozen food may pose a food safety risk if the temperature of the food is between 5°C and 60°C during thawing, allowing food poisoning bacteria to grow. All thawing of frozen food will be planned and either occur via the fridge or microwave.

Preparation and Handling

When preparing and handling food, there is risk of contamination (physical and chemical) and bacteria causing food-borne illness. The service's safe food handling practices address these risks—

1. Food handlers will have appropriate skills and knowledge for each food preparation task.
2. Clean and inspect food preparation surfaces, equipment and utensils before use.
3. Wash hands properly before starting food handling.
4. Ready-to-eat food is kept apart from raw ingredients during preparation, including:
 - o Fruit and vegetables intended for immediate consumption must be washed before preparing, including those where the skin is not intended to be eaten.
 - o Use separate utensils and cutting boards when preparing raw food and ready-to-eat food. Washing, sanitising and thoroughly drying cutting boards and utensils between use.
5. Minimise the time that potentially hazardous food is above 5°C and return food to the refrigerator during any break in preparation.
6. Wiping cloths should be replaced daily and cleaned, rinsed and dried between uses.
7. Throw away single use items after one use.
8. Any food contaminated by dirty equipment or other cross-contamination is thrown away.

Cooking

Hot food must be fully cooked to a sufficient temperature to achieve a safe temperature for consumption. Potentially hazardous foods, which are not fully cooked, will not be safe to eat, as bacteria will not be killed. Where the food handler must use a thermometer to check the internal temperature has reached a minimum of 74°C where they are uncertain the food is cooked.

Maintain potentially hazardous food at a temperature of 5°C or below or 60°C and above.

If food is kept between 5°C and 60°C, this temperature must be monitored and recorded. Where potentially hazardous food that has been kept between 5°C and 60°C for -

less than two hours	must be refrigerated or used immediately
longer than two hours but less than four hours	must be used immediately
longer than four hours	must be thrown out

Cooling

Hazardous food that is intended to be cooled and use later, needs to reach a temperature of 5°C or colder as quickly as possible. When cooling cooked potentially hazardous food, cool the food within the following timeframes:

- from 60°C to 21°C within two hours.
- from 21°C to 5°C within a further four hours.

This means you have a maximum of six hours to cool food from 60°C to 5°C or below.

Reheating

Reheat previously cooked and cooled potentially hazardous food, you must reheat it rapidly to 60°C or hotter. Meaning food must be reheated to 60°C within a maximum of two hours.

Cleaning Schedule

Anything that comes into contact with food must be cleaned and sanitised after use, with a commercial sanitiser (following the manufacturer's instructions).

Items and areas which do not come into contact with food only need to be washed with detergent, using the following schedule —

Floors, rubbish bins	Daily
Fridge, microwave, cupboards, oven and shelves	Weekly
Freezer	Monthly
Windows, walls, ceilings,	Quarterly

Immediate cleaning is necessary for spills and potential hazards.

Food Recall

The Service shall monitor foods purchased to ensure recall alerts have not been enacted. Recall alerts may be distributed via television, newspaper and radio communications from the manufacturer or recognised health authority.

All foods recalled under food alerts will be repackaged and returned or destroyed according to instructions as per the food recall alert.

Please note: This policy has been developed in accordance with the recommendations of the Australia and New Zealand Food Standards. Further information can be accessed from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> Services are encouraged to access this information directly.

Any reference to the content from this site should be dated in the policy at the time it was accessed. The resource papers available from <http://www.foodstandards.gov.au/foodstandards/foodstandardscode.cfm> provide support to the Service in developing and maintaining food safety standards.

Mealtimes and the interactions that occur when eating contribute to the learning outcomes and experience of children. The eating environment will be shaped to be a calm and enjoyable setting.

Safe and Pleasant Environment

1. Children must wash their hand prior to mealtimes following the steps contained in 4.2 Infectious Diseases.
2. Education will promote a calm and hygienic eating setting by encouraging children to sit whilst eating. To promote a suitable environment, meal and snack times will follow a daily routine that is flexible and child-centred.
3. Educators will sit with children during meals to provide supervision, encourage healthy eating, and promote positive behaviour.
4. When children are finished eating, they will follow routines to leave the area tidy and place items in the washing up.
5. Educators will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Serving of Food

1. Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, using appropriate equipment.
2. Anyone serving themselves or others food, will use tongs/utensils (or gloves if needed).
3. At meal/snack times, educators will encourage children to try a variety of foods. Children will never be forced into selecting or consuming particular foods.
4. An adequate quantity of food will be available, but children should take an appropriate initial portion and come back if more is required.

Diverse Cultural Experiences

1. Food provided includes food from various cultures particularly those represented in the service and local community.
2. Families from other cultures within the service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.
3. Food awareness activities will be chosen from a variety of cultures and may include:
 - a. different ways of serving the food (i.e. chopsticks).
 - b. different varieties of foods (e.g. feta cheese instead of cheddar).
 - c. foods that may have significance within their culture (e.g. Anzac biscuits and their origin).

Allergies and Dietary Restrictions

1. Children with allergies or other dietary restrictions will have specific plans developed as per 4.17 Medical Conditions in Children.
2. Consistent with regulatory requirements, educators will be informed of any allergies, intolerances, or specific dietary needs of children and the plans prepared for their management.
3. Where children have special dietary needs, suitable alternatives will be provided, if it is not reasonable for the Service to provide, the Co-ordinator will consult with parents and where necessary, the meals will be supplied from home.
4. Educator's training and risk minimisation plans will capture the management process to minimise cross contamination, with alternative foods kept and prepared separate from other foods.
5. Children with relevant allergies will be monitored throughout food service and eating times to ensure their wellbeing and safety.

Food will not be used in the service as punishment or reward for children.

Cooking, Food Preparation and Service with Children

1. Childrens involvement with food preparation and serving will promoted and explored as much as possible.
2. Play and learning activities surrounding food, such as cooking will be included as part of the program.

Safety around food activities

1. All times children are handling food, they must follow the service's hygiene practice, including handwashing.
2. Children will not be allowed in the kitchen or food preparation area unsupervised. Food activities that require heating and/or cooking will be fully risk assessed and supervised by an educator.
3. Educators and/or children who are unwell will not be permitted to handle food consumed by others.
4. Risk assessments will be written to manage any significant risks associated with heat, knives and other potential hazards.

Partnering with Families

Sharing Information

1. Parents are responsible for communicating any dietary needs or restrictions. Generally, this information is captured on enrolment. Parents can update the service at any time, should a condition emerge.

Food Provided by Parents

2. Were parents provide food for their children, the service will promote relevant nutritional information as well as suggestions for healthy food and drink choices,
3. Provision for storage of food for children is not may be available during vacation care. Families will be provided with information, through the enrolment and orientation process, relating to storage of lunch boxes during vacation care.
4. Any issues will be addressed and planned with each individual family directly.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
13/3/24	20/5/24	26/9/26

5.2 Food Act (2006) Compliance

Under the Food Act (2006), certain food businesses must be licensed by the local government where the food business is located. Outside school hours care (OSHC) providers that supply food (regardless of whether the food is included in an overall fee or charged separately) are considered to be a food business and may be required to hold a licence.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Food Act 2006;

- Food Regulation 2016;
- Local Government Authority;
- Australian and New Zealand Food Standards – chapter 3 Food Safety Standards (Australia only);
- NQS Area: 2.1; 2.2; 3.1; 7.1;
- Policies: 4.3 – Hygiene, 5.1 – Food Handling and Storage, 5.2 – Food and Nutrition.

Procedures

These procedures have been developed to reflect Qld Health Food and Nutrition – August 2015

<https://publications.qld.gov.au/dataset/food-business-licensing-information-for-businesses/resource/b4ff2565-b992-4287-919d-6b64f37ebbab>

OSHC operated by the State or a government owned corporation

The Act does not bind the State or a government owned corporation, which means that these OSHC providers do not require a license under the Act. However, requirements consistent with the Act still apply.

OSHC operated by non-profit organisations

Under the Act, a non-profit organisation is defined as an organisation that is not carried on for the profit or gain of its individual members, and is engaged in activities for a charitable, cultural, educational, political, social welfare, sporting or recreational purpose.

Licensable

A non-profit organisation that involves the sale, on at least 12 days each financial year, of meals prepared by the organisation at a particular place is a licensable food business.

A meal means food that is, or is intended to be, eaten by a person sitting at a table, or a fixed structure used as a table, with cutlery, and is of adequate substance as to be ordinarily accepted as a meal. It is important to note that even if the food business does not provide tables and chairs, the food served may still be considered a meal. Food that is *ordinarily* accepted to be eaten with cutlery at a table constitutes a meal.

Not licensable

A non-profit organisation is not a licensable food business if:

- the meals consist only of fruit, cereal, toast, or similar food;
- the meals are prepared as part of an educational or training activity conducted by the organisation involving food preparation, hospitality or catering;
- the meals are pre-prepared by an entity other than the non-profit organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer; and/or
- it provides only:
 - whole fruit or vegetables;
 - drinks such as cordial, milk or juice;
 - chips, nuts or dried fruit; or
 - biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

OSHC operated by a private business

Under the Act, an entity other than a non-profit organisation that sells unpackaged food by retail is a licensable food business. Retail means selling directly to the consumer (the parents/students). This means that OSHC operated by a private business that supplies unpackaged food requires a license (regardless of whether the food is included in an overall fee or charged separately).

However, a private business providing food as part of OSHC is not a licensable food business if it provides only: whole fruit or vegetables; drinks such as cordial, milk, milo or juice; chips, nuts or dried fruit; or biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, anzac biscuits, blueberry muffins).

The remaining three exemptions that apply to non-profit organisations (listed in the previous section) do not apply to privately run food businesses.

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

The Coordinator (or other appropriately delegated senior Educator) shall develop and implement a food safety program to comply with the Act as per policy 5.4 Food Safety Program.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/1/25
26/9/23	16/10/23	26/9/26

5.2.1 Food Licensing- Outside School Care

Licensing requirements for outside school hours care

Food Act 2006

Do I need a licence?

Under the Act, certain food businesses must be licensed by the local government where the food business is located. Outside school hours care (OSHC) providers that supply food (regardless of whether the food is included in an overall fee or charged separately) are considered to be a food business and may be required to hold a licence.

OSHC operated by the State or a government owned corporation

The Act does not bind the State or a government owned corporation, which means that these OSHC providers do not require a licence under the Act. However, requirements consistent with the Act still apply and you should contact your relevant state department for further information.

OSHC operated by non-profit organisations

Under the Act, a non-profit organisation is defined as an organisation that is not carried on for the profit or gain of its individual members, and is engaged in activities for a charitable, cultural, educational, political, social welfare, sporting or recreational purpose. Non-profit organisations may include parents and citizens associations, church groups or aid organisations.

Licensable

A non-profit organisation that involves the sale, on at least 12 days each financial year, of meals prepared by the organisation at a particular place is a licensable food business.

A meal means food that is, or is intended to be, eaten by a person sitting at a table, or a fixed structure used as a table, with cutlery, and is of adequate substance as to be ordinarily accepted as a meal. It is important to note that even if the food business does not provide tables and chairs, the food served may still be considered a meal. Food that is *ordinarily* accepted to be eaten with cutlery at a table constitutes a meal.

Not licensable

A non-profit organisation is not a licensable food business if:

- the meals consist only of fruit, cereal, toast, or similar food
- the meals are prepared as part of an educational or training activity conducted by the organisation involving food preparation, hospitality or catering
- the meals are pre-prepared by an entity other than the non-profit organisation and are stored and heated or otherwise prepared by the organisation in accordance with directions of the meal's manufacturer
- it provides only:
 - whole fruit or vegetables;
 - drinks such as cordial, milk or juice;
 - chips, nuts or dried fruit; or
 - biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).



When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

Examples:

A non-profit OSHC provider regularly offers eggs on toast as a breakfast option.

A licence is required as this is considered a meal served on more than 12 occasions per year.

A non-profit OSHC provider offers only cereal and fruit for breakfast, and sandwiches, fruit muffins, cheese and crackers for afternoon tea.

No licence is required as sandwiches are not considered a meal and the other foods meet the exemptions.

A non-profit OSHC provider offers stir fried noodles or fried rice for afternoon tea during the cooler months of the year (around 20 occasions). The food is served in a bowl with a fork and the children eat with the bowl on their lap.

A licence is required as they are serving a meal on more than 12 occasions per year at a particular place.

A non-profit OSHC provider purchases ready-made frozen meals such as lasagne from a commercial supplier and reheats the meals in accordance with the manufacturer's instructions. The meals are offered for afternoon tea and no breakfast is provided.

No licence is required as this activity meets the exemption.

A non-profit OSHC provider prepares and serves meat and salads (a meal) at a barbecue held at the end of each term (four times per year). No other meals are provided throughout the year.

No licence is required as they are not providing meals 12 times or more a year.

A non-profit OSHC provider runs an extra-curricular home economics educational program once a week where older students prepare a meal (e.g. risotto) for consumption by the students. No other meals are provided throughout the year.

No licence is required as this activity meets the exemption.

OSHC operated by a private business

Under the Act, an entity other than a non-profit organisation that sells unpackaged food by retail is a licensable food business. Retail means selling directly to the consumer (the parents/students). This means that OSHC operated by a private business that supplies unpackaged food requires a licence (regardless of whether the food is included in an overall fee or charged separately).

However, a private business providing food as part of OSHC is not a licensable food business if it provides only: whole fruit or vegetables; drinks such as cordial, milk, Milo or juice; chips, nuts or dried fruit; or biscuits, slices or cakes that are not potentially hazardous (i.e. they do not contain fresh custard or cream and are shelf stable e.g. carrot cake, Anzac biscuits, blueberry muffins).

The remaining three exemptions that apply to non-profit organisations (listed in the previous section) do not apply to privately run food businesses.

When finalising a menu, OSHC providers should also consider any healthy eating or similar requirements that may apply to their operations.

Examples:

A private OSHC provider offers eggs on toast, cereal and fruit for breakfast and fruit, cheese and crackers for afternoon tea.

A licence is required.

A private OSHC provider offers only whole fruit, fruit muffins, milk and Milo for afternoon tea and no breakfast is provided.

No licence is required.

A private OSHC provider offers cut fruit and vegetables, cereal, toast and muffins for breakfast.

A licence is required.

What do I need to do if I don't require a licence?

It is important to note that even though some OSHC providers do not require a food business licence, they are still required to comply with the Act and the food safety standards in chapter 3 of the Australia New Zealand Food Standards Code. Non-licensable OSHC providers may still be inspected by their local government, and are subject to the same offences and enforcement actions as licensable food businesses.

A State or government owned corporation providing OSHC should contact their relevant state department for advice on their food safety obligations.

Do I need a food safety supervisor?

Under the Act, all licensable food businesses are required to have at least one food safety supervisor. For further information on food safety supervisors, see Food Safety Fact Sheet 18 – *Food safety supervisors* located at www.health.qld.gov.au.

Do I need a food safety program?

Under the Act, certain licensable food businesses must have a food safety program accredited by their local government. There are significant penalties for not having an accredited food safety program.

Generally, OSHC providers are not required to have an accredited food safety program. The *Food Regulation 2006* excludes a school aged care service under the *Child Care Act 2002*, or an education and care service under the Education and Care Services National Law (Queensland) providing education and care primarily to children who attend school in the preparatory year or a higher year from food safety program requirements.

For further information on food safety programs and food businesses required to have accredited programs, see the Queensland Health fact sheet – *Food safety programs for vulnerable persons* located at www.health.qld.gov.au.

For further information

A State or government owned corporation providing OSHC should contact their relevant state department for advice on their food safety obligations.

If you have any further questions relating to whether an OSHC provider is a licensable food business or if the food safety program provisions apply, contact the local government for the area where the OSHC provider is located. Contact details can be found in the White Pages or at www.dilgp.qld.gov.au/local-government-directory.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/1/25
26/9/23	16/10/23	26/9/26

POLICY GROUP SIX: Provision and Safety of Facilities

6.1 Space and Facilities Requirements

The Service will provide a safe and stimulating environment, which is accessible to all children and allows for their physical and psychological comfort.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.1; 3.1; 3.2; 6.1; 6.3; 7.1; 7.2;
- Policies: 3.1 – Educational Program Planning, 3.7 – Physical Activity, 10.3 – Budgeting and Planning.

Procedures

The Approved Provider will ensure that the following are provided by the Service:

- indoor space of 3.25 m² of useable space per child. Indoor spaces used by children will be well ventilated, have adequate natural light and are maintained at a temperature that is safe and reasonable;
- outdoor space of 7m² of useable space per child including adequate shaded areas;
- playground equipment, swings and other large pieces of equipment are to be located over areas with soft fall surfaces recommended by recognised safety authorities;
- verandah areas may be included as either indoor OR outdoor space and only with the written approval of the Regulatory Authority;
- adequate toilet, hand washing and drying facilities for children and Educators and in particular that:
 - by location and design, allow for safe use by the children and;
 - allow convenient access from both indoor and outdoor areas.
- facilities that cater for soiled clothing including hygienic storage and inaccessibility to children;
- adequate facilities that cater for the safe handling, preparation, storage and disposal of food and beverages;
- facilities that provide adequate and safe drinking water will be provided at all times
- sufficient furniture, materials and equipment that are developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.

Adequate administrative space and facilities for the purposes of:

- conducting the administrative functions of the Service, and;
 - Private and personal conversations with families;
 - Providing respite for Nominated Supervisor, Co-ordinators, Educators and/or volunteers.

The Nominated Supervisor, Co-ordinator will, in conjunction with the Approved Provider, ensure that the following are available at the Service: -

- a telephone located inside the premises or one that is accessible at all times;

- storage space close to play areas, with at least one lockable cupboard for valuable equipment;
- storage for Educator personal belongings;
- area to display children's artwork and a notice area for parents;
- equipment and resources displayed in such a way that children can access them independently;
- a space for children to put their lunch/coat/bags etc;
- adequate lockable storage facilities for equipment, tools, first aid kit, medication and poisonous and dangerous substances;
- lockable cupboard or filing cabinet for all child and family information (including enrolment forms), Educator records and any other confidential records;
- adequate space for children to engage in rest and/or quiet experiences.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.2 Provision of Resources and Equipment

The Service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. When purchasing resources and/or equipment consideration will be given to the ages, skills and abilities as well as the area in which the resources/equipment are to be used.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care ;
- See relevant Australian Standards on equipment in the Service;
- NQS Area: 1.1; 1.2; 2.2; 3.1; 3.2; 3.3; 6.1; 7.3;
- Policies: 3.1 - Educational Program Planning, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.3 – Workplace Health and Safety.

Procedures

Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Equipment provided will be appropriate to the interest, developmental and cultural needs of the children, is flexible and able to be rearranged or adjusted to provide additional interest, variety, challenge and support the inclusion of children with special/additional needs.

Children will be encouraged to access outdoor areas which include natural elements such as trees, plants, edible gardens, sand, rocks, mud and water.

Safe storage and shelving will be provided to allow children to independently access equipment and resources.

The Co-ordinator will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a range of ways.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.2.1 OSHC Establishment Resource and Equipment List

GENERAL EQUIPMENT

Fire safety equipment
First aid kit
Lockable receptacle for medication
Tables
Chairs
Bookshelves
Craft cupboard
Resource storage
Foldaway sick bed
Soft furniture
Television
CD player

PARENT'S AREA

Sign in table
Display board
Parent resources/brochures/information
Pockets/pigeon holes
IPads/Tablets for sign in/out

OFFICE

Computer
Desk x 2
Desk chair/s
General stationary items (pens, paper, note pads, stapler etc.)
Lockable filing cabinet
Phone
Petty cash box
Whiteboard
Lockable storage cabinet
Bookshelves

KITCHEN

Fridge
Measuring cups
Saucepans
Tongs
Kettle

Plastic cups (enough for all children)
 Plastic plates (enough for all children)
 Food storage containers (sealed)
 Cutlery/utensils
 Cutting boards
 Electric fry pan
 Mixing bowls
 Liquid soap
 Paper Towels

OUTDOOR AREA

Assorted balls
 Cricket set
 Frisbees
 Beanbags
 Witches hats
 Bats
 Skipping ropes
 Hoops
 Gardening tools
 Sand play

INDOOR GAMES/EQUIPMENT

Construction kits
 Board games
 Card games
 Puzzles
 Reading Books
 DVDs, CDs
 Technology (tablets, computers)
 Science (magnifying glass, magnets)

ART AND CRAFT

Drawing paper
 Construction paper/cardboard
 Pencils, colouring pencils, felt pens
 Sharpeners, erasers
 Glue, tape
 Paints
 Collage items
 Trolley
 Recyclables (boxes, packets, cylinders)

DRAMATIC PLAY

Puppets
 Musical instruments
 Home corner (dolls, toys etc.)
 Dress ups

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.3 Workplace Health and Safety

Policy Statement

For the protection of children, Educators, Management, and the Service as a whole, the Service will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the *Work Health and Safety Act, 2011*. The Service promotes health and safety awareness for all people involved in the Service. Policies and Procedures are developed and monitored to reflect safe work practices.

The service will ensure the space and facilities used for the OSHC program are safe, stimulating and enable the provision of quality education and care. The service will work collaboratively to ensure the environment accessible to all children will positively and safely contribute to their wellbeing, learning and development. The service recognises the responsibility to ensure the environment and equipment used in providing care and education is safe, clean and in good repair.

Risk Assessment Consultation

Consultation with educators is more than a courtesy, it is a legal requirement and an essential part of managing health and safety risks. A safe workplace is more easily achieved when everyone involved in the work communicates with each other to identify hazards and risks, talks about any health and safety concerns and works together to find solutions. This includes cooperation between the people who manage the work and those who carry out the work or who are affected by the work. By drawing on the knowledge and experience of everyone, more informed decisions can be made about how the work should be carried out safely. Educators are to be actively involved in the risk assessment process to improve the effectiveness of controls and to drive a culture of safety.

WHS Procedures

The service's duties in maintaining a suitable safe and healthy workplace environment is covered by procedures for—

- managing risks in the workplace (risk assessment process),
- systems to ensure a safe physical environment is established and maintained, and
- routine practices to manage workplace hazards.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and Leadership

Additional Regulatory Context and Guidance

- Work Health Safety Act 2011 (Qld)
- [Department of Education Queensland - Safe handling and disposal of needles and syringes](#)
- Workplace Health Safety Queensland Codes of Practice:
 - [How to manage work health and safety risks](#)
 - [Work health and safety consultation, cooperation and coordination](#)
 - [Managing the risk of psychosocial hazards at work](#)
 - [Managing risks of hazardous chemicals in the workplace](#)
 - [Preparation of safety data sheets for hazardous chemicals](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Risk Assessment Procedures	The Approved Provider is responsible for establishing processes to manage and control risks. They collaborate with the Nominated Supervisor and educators to ensure effective control measures are embedded. The Nominated Supervisor is responsible for maintaining risk assessment records and relevant reports.
Daily Checklists	All educators are to inspect the physical environment to ensure the service is physically suitable for play and leisure. Any identified hazards are brought to the attention of the Nominated Supervisor or Responsible Person and addressed appropriately.
Supervising Practices	The Nominated Supervisor or Responsible Person is responsible for the supervision of staff executing tasks to ensure safety, including providing relevant instruction and guidance.

Procedures

Work Health and Safety – Risk Management Process

While the Approved Provider sets out the expectations and processes for ensuring risks are managed, the Nominated Supervisor is responsible for leading the day-to-day work health and safety management and to ensure control measures are followed. In recognising risk management is a shared responsibility, the Nominated Supervisor is supported by educators who will assist identifying hazards and improving the control measures adopted to address relevant risks.

A comprehensive risk assessment process forms the basis of the work health and safety framework for the service. Our risk assessment procedures are ongoing process that are triggered when there is a change or introduction to anything that might affect work activities, the environment or the health and safety of people at the service. The Nominated Supervisor will consider a new or revised risk assessment when:

- Changing work practices, procedures or the work environment.

- Purchasing new equipment or using new substances.
- New information about work related risks becomes available.
- Responding to work related incidents (even if they have caused no injury).
- Responding to concerns raised by workers or others at work.
- Required by the relevant regulation or rule.

Managing work risks is a four-stage process to:

Identify hazards	Discover and document what could cause harm.
Assess risks	Understand- <ul style="list-style-type: none"> • the nature of the harm that could be caused by the hazard, • how serious the harm could be, and • the likelihood of it happening.
Control risks	Implement the most effective control measure that is reasonably practicable in the circumstances.
Review control measures	Monitor and supervise control measures to ensure they are eliminating or isolating risks as planned.

Once a hazard is identified, the risk assessment will process will identify a control measure that takes every reasonable precaution to control the risk, with the hierarchy of risk control informing the control measure selected. The service will look to adopt the highest level of control available—

Level 1	Eliminate	Remove the hazard and associated risk.
Level 2	Substitute	The hazard with something safer - replace hazard item.
	Isolate	Physically separating the source of harm from people by distance or using barriers.
	Physical modification or design	Uses a mechanical device or process to physically assist and reduce the chance of physical injury or fatigue.
Level 3	Administrative controls	Work methods or procedures that are designed to minimise exposure to a hazard.
	Personal protective equipment (PPE)	Face masks, gloves, aprons and protective eyewear.

Consultation

Educators will be actively involved in ensuring a safe and healthy work environment, being provided with a reasonable opportunity to express their views and contribute to health and safety decisions. This may involve:

- providing a suitable time during work hours for consultation and discussion.
- allowing opinions and perspectives about health and safety to be regularly discussed and considered in meetings.
- providing educators and parents with multiple ways to provide feedback (e.g. email).

The Approved Provider and Nominated Supervisor will take into account the views of educators and families before making final decisions. However, consultation will not require consensus or agreement, it's purpose is around the service's leadership to allow contribution for stakeholders before health and safety decisions made.

Safe Physical Environment

The generally design of the facilities is appropriate for quality education and care, and ensures there is adequate temperature control, ventilation, lighting and shade for children and educators' health, safety and comfort.

Risk Assessment

The service has developed a comprehensive risk assessment for the service's indoor and outdoor environment, which establishes a standard for the environment's health and safety.

Daily Inspections (Checklists)

Prior to each session an inspection of the facilities is carried out (a daily inspection) to ensure the environment reflects the established standard. These checks are documented, and any issues are brought to the attention of the Nominated Supervisor, with the following remediate actions expected—

- Any equipment that is faulty or broken is removed and/or disposed of.
- Any rubbish or hazards are cleaned, or where this isn't possible, the area is isolated.
- Any playground features that are damaged or worn will be isolated, a Hazard/Maintenance Register form (see Appendix 17) will be completed and forward it to the relevant authority (school and/or Approved Provider), and reported to the school for maintenance.

Where an area is isolated because of a hazard-

1. Educators will be informed at the daily meeting/catch up, and
2. The school will be notified at the earliest opportunity.

Sandpits will be raked prior to use to check for any animal faeces and any potentially dangerous objects.

Electrical Safety

The Approved Provider will ensure the building is inspected periodically for electrical safety including relevant electrical safety devices. The Nominated Supervisor will coordinate and ensure:

- Specified electrical equipment is inspected, tested and tagged by a competent person at recommended intervals and immediately withdrawn from use if it is not safe to use.
- Specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

The Co-ordinator or risk management supervisor shall ensure that all fire safety equipment (extinguishers and blankets) are maintained in accordance with the Building Fire Safety Regulation 2008.

Dangerous Substances

A risk assessment has been developed to address the storage and use of any dangerous substances (any chemicals, disinfectants, sanitisers, poisons, corrosive or otherwise toxic substances) located at the service, and ensures—

- All potential hazardous substances, including cleaning items, are to be—
 - clearly labelled as per manufacturer safety instructions.
 - kept out of reach of children and placed in a child proof storage facility.
- Any unlabelled, unused or unnecessary substances are disposed of in a safe manner.
- All substances stored at the service have a safety data sheet (obtained from the manufacturer) and are retained in the SDS register.
- Educators will be trained and instructed on the safe use and storage of any relevant substances.

Manual Handling

While some light physical handling of equipment and resources might be needed from time-to-time, generally, educators will not engage in significant manual handling. However, any time an educator is required to lift objects, they are to do so safely. Educators must inform the Nominated Supervisor if they have any medical or health issues that may place them at risk of injury when lifting or moving objects.

Should lifting equipment (e.g. hoists) be required, relevant training and instruction will be provided. These resources should only be used as intended.

Disposing of Sharps or Other Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass. An injury from a needle-stick can expose a person to blood-borne viruses.

Where a needle/sharp hazard (including broken glass that may be contaminated with blood) are found on the premises, the safe disposal procedures will be carried out by an educator or responsible person—

1. Move children away from the area.
2. Ensure there is space to move and clearly observe the sharp.
3. Put on disposable latex or vinyl gloves that do not interfere with dexterity.
4. Grabbers or other implements should not be used. A stick may be used to carefully separate multiple sharps.
5. Bring the sharps container to the syringe, placing it on an even surface beside the object (syringe/sharp)
6. Use gloved hand to pick up the syringe by the middle of the barrel. Do not use a brush to sweep the syringe, as the sweeping action can cause the object to flick into the air causing additional risk.
7. Place the syringe in the container sharp end first.
8. Securely place the lid on the container and ensure it is sealed. Hold the container by the top when carrying.
9. Dispose of the container by putting in an industrial bin or taking it to a public sharps disposal bin. Ensure it is stored appropriately while in transit.

If an educator is injured by a used needle:

- Wash with running water and soap as soon as possible.
- Apply a sterile waterproof dressing.
- Seek medical advice.
- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

A sharps container is available at the service and is a receptacle intended for the collection and disposal of sharps. It is—

- Rigid-walled, puncture-proof, and sealable,
- Yellow in colour,
- Labelled as 'sharps' or 'infectious waste', and
- Carries the biohazard and AS/NZS symbols.

Biological Hazards

The service has relevant protocol and procedures for addressing biological hazards. These are set out in [Example 2.5 Infectious Diseases](#).

Psychosocial Hazards

Work-related stress, bullying, violence and work-related fatigue are examples of psychosocial hazards that can present in workplaces. To address these risks, the service will maintain a supportive environment for its staff, children and families.

Expectations of conduct are clearly contained within relevant policy, including the service's code of conduct ([Example 4.1 Code of Conduct](#)). At all times interactions between workers will be expected to be respectful, courteous and professional.

Instances of harassment and bullying will be taken seriously. Employees have access to complaints mechanisms to support their access to a fair and reasonable work environment. Any work issues can be addressed to the Nominated Supervisor or Approved Provider free of reprisal or victimisation.

Employee's will be fairly managed and have opportunities to address performance and workload issues in appropriate forums, including regular performance review meetings and plans.

Date of Development/review	Date Ratified	Date to be Reviewed
26/9/23	16/10/23	26/9/26
19/3/24	20/5/24	26/9/26

6.4 Shared Facilities

The Service actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

Management will endeavour to achieve this through the implementation of the following procedures. These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the OSHC Service operating hours.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Commission for Children and Young People and Child Guardian Act 2000;
- NQS Area: 2.3; 3.1; 3.2; 7.1; 7.3;

- Policies: 4.4 – Preventative Health and Wellbeing, 6.1 Space and Facilities Requirement, 6.2 – Provision of Resources and Equipment, 6.3 – Workplace Health and Safety.

Procedures

These shared arrangements shall be clearly articulated within the OSHC Service agreement between the school and the Service and will include information surrounding:

- communication between the school and the Service in regard to shared arrangements;
- the storage and packing arrangements for equipment and materials used in the shared space;
- the accessible entries and exits to the shared space by the Service including emergency exits;
- evacuation and lockdown procedures for shared facilities;
- the accessible amenities to be used by the Service and those available to the public;
- telephone access while using the shared space;
- cleaning and maintenance requirements;
- security and closing procedures for the shared space detailing Service and public responsibility; and
- communication strategies for external users of the shared facility.

Date Development/review	of	Date Ratified	Date to be Reviewed
20/10/20		7/12/20	30/9/23
26/9/23		16/10/23	26/9/26

6.5 Use and Maintenance of Air Conditioning

The Service recognises and understands the need to maintain a healthy and safe environment for children and Educators while at the same time valuing the need to ensure that the air conditioning operates with minimum impact on the environment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011;
- Environmental Protection Regulation 1998;
- NQS Area: 2.1; 3.1;
- Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety.

Procedures

The Service shall operate the air conditioner to cool and/or heat the space to ensure the environment is comfortable and suitable to maintain the well being and safety of children and Educators.

The air conditioner shall be set at a reasonable temperature at all times it is in use. For energy efficiency the recommendation is 23 °c.

Educators will ensure that, before the air conditioning is turned on, windows will be closed for energy efficiency.

Regular maintenance shall be carried out on the system/s by a reputable contractor where a Service report shall be required.

Regular cleaning of the air conditioner unit dust filters will be conducted and included as part of the Service cleaning schedule.

Aesthetics and safety shall be considered for all new air conditioning installations.

For Services operating within an Education Queensland school site, air conditioning installation requirements can be found in the 'Schools Manual for the Solar and Energy Efficiency in Queensland State Schools Program' available at <http://education.qld.gov.au/facilities/solar/pdfs/school-manual.pdf>

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.6 Management of Poisonous Plants and Fungi

The Service understands the need to maintain a healthy and safe environment for children and Educators while at the same time valuing the aesthetic appeal of the natural environment. A number of plants and fungi are known to be poisonous to people and may pose significant risk if consumed, or in some cases handled. The Service shall endeavour to ensure the environment is free of potentially poisonous plants and fungi.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011;
- Plants and Fungi Poisonous to People in Queensland;
- NQS Area: 2.3; 7.1;
- Policies: 4.4 – Preventative Health and Wellbeing, 6.1 – Space and Facilities, 6.3 – Workplace Health and Safety.

Procedures

The Service shall maintain a current copy of the Queensland Government Resource "Plants and fungi poisonous to people in Queensland" produced by the Queensland Health Environment Protection Agency. This resource

will be made accessible to and discussed with all members of staff and Management. This resource is available at

http://www.health.qld.gov.au/poisonsinformationcentre/plants_fungi/default.asp

The Service shall keep in a visually accessible location the number for the Poisons Information Centre 131 126.

The Service environment will be maintained free from poisonous plants and fungi through:

- negotiating with land owners, particularly where the space is shared, the removal and planting of suitable trees, plants and shrubs;
- regularly checking the Service environment for growth of potentially poisonous plants, in particular weeds and fungi;
- immediately removing any recognised poisonous plants from the Service environment using appropriate gardening gloves and tools and disposing of these in a safe manner.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.7 Occupancy Agreement

The Service must obtain permission to occupy premises (if not owned by the Approved Provider) for the purpose of conducting a centre-based care service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011).

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act (2010) and Regulation (2011)*
- *NQS Area: 7*
- *Policies: 6.1 – Space and Facilities Requirement, 6.4 – Shared Facilities*

Procedures

The Approved Provider will demonstrate a right to occupy premises for the provision of an approved centre-based service (service for school aged children).

The occupancy permit, lease or other agreement shall be in an appropriate format given the context of the relationship between the landlord and the occupant. For example, License to Occupy School for Provision of OSHC 6.7.1

The occupancy permit shall be reviewed regularly to ensure the obligations of both parties are being appropriately met and that the agreement is current and valid.

Date of Development/review	Date Ratified	Date of Review
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.7.1 License to Occupy School for Provision of OSHC

Item 1. Name of School where Outside School Hours Care (OSHC) Service is located

(to be completed by the school)

Item 2. Address of School where OSHC Service is located

(to be completed by the school)

Item 3. Name of Licensor

State of Queensland (represented by the Department of Education and Training)

Item 4. Address of Licensor

Education House, 30 Mary Street, Brisbane QLD 4000

Item 5. Licensor Contact for Notices – The School (to be completed by the school)

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	
Emergency Telephone:			

Item 6. Name of Licensee

Item 7. Address of Licensee

Item 8. Licensee Contact for Notices

Person/Position:		Address:	
Telephone:	Facsimile:	Email:	

Item 9. School Land Description (to be completed by the school)

Lot Number:	County of:	Parish of:	Title Reference:
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Item 10. Commencement Date (to be completed by the school)

Item 11. Termination Date (to be completed by the school)

Item 12. Hire Charges (to be completed by the school)

Amount:	(GST Ex)	Payment Term/s: Quarterly	Method of Payment: EFT
Costs included in Hire Charge <ul style="list-style-type: none"> • Use of building and contents • Use of school grounds, multi-purpose court and play areas (see condition 14) 			
Hire Charges will remain fixed for the initial 12 months and future Hire Charges may be renegotiated at that time.			

Item 13. Outgoings (to be completed by the school – refer Section 3, Specifications - 4.3)

Amount: (GST Inc.)	Payment Term/s: Quarterly	Method of Payment: EFT
Costs included in Outgoings <ul style="list-style-type: none">• Rates• Electricity• Water (where not separately metered)• Cost of consumables in school toilets• Mowing of OSHC grounds (as agreed)• Maintenance of facility • Initial pest control – School to ensure this is provided prior to commencement• Initial carpet cleaning - School to ensure this is provided prior to commencement Licensee is responsible for all other expenses including <ul style="list-style-type: none">• Telephone• Cleaning and cleaning consumables• Ongoing Pest Control• Ongoing Carpet Cleaning• Internet• Insurances Outgoings will remain fixed for the initial 12 months and future Outgoings may be renegotiated at that time.		

Item 14. Description of Premises (including a map/plan) to be used by Licensee

<p>Insert description of school facilities</p> <p>See the attached map (to be inserted) at Part 2</p> <p>Should the school have a requirement to change or remove any of the facilities listed in Item 14 and the attached map, during the life of this agreement, the school is required to discuss and reach agreement with the Licensee on suitable alternative facilities.</p>
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Item 15. Permitted Use (to be completed by the school)

<p>The Premises are permitted for use by the Licensor for the times specified in Item 16 <u>for the purpose of</u> the provision of care to children enrolled in the Outside School Hours Care service.</p> <p>The Licensor reserves the right to use, change or amend school facilities which may be utilised by the service due to operational necessity after consultation with the Licensee.</p>
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Item 16. Time/s of Use (to be completed by the school)

Period	Time
Morning	From: XXXX to XXXX
Afternoon	From: XXXX to XXXX
Student Free Day	From: XXXX to XXXX
Public Holidays (if applicable)	From: XXXX to XXXX
Vacation care	From: XXXX to XXXX

Item 17. Fees (inc GST) (to be completed by the school)

Service	Full Fee – No rebate	Part Time Fee – No rebate	Casual Fee – No Rebate
BSC			
ASC			
VC			
SFD			
PH			

Fees will remain fixed for a period of twelve (12) months from Commencement Date
Changes to Fees cannot be implemented until agreed in writing by the School Principal

No fees or charges other than those outlined in this Licence may be applied during the Term of the Licence Agreement without the express written approval of the School Principal.

Fees and charges remain fixed for twelve (12) months from the Commencement Date. The Licensee is required to submit any request for fee increases in writing eight (8) weeks before the intended implementation and the School Principal or his/her representative must agree to the increase in writing before the fee variation can be implemented. Such requests must include evidence to substantiate the basis of the proposed fee increase (e.g. CPI, increases in Labour award rates). Fee decreases can be implemented at any time, after notifying the School Principal of the intended decrease.

Other Fees Chargeable	Fee Amount
<ul style="list-style-type: none">Enrolment, Membership or Application fee (please indicate)	
<ul style="list-style-type: none">Late pick-up fee	
<ul style="list-style-type: none">Absence fee (no advice, or less than 48 hours advice)	
<ul style="list-style-type: none">Absence fee (advised at least 48 hours prior to service)	
<ul style="list-style-type: none">Casual booking fee	
<ul style="list-style-type: none">No hat fee	
<ul style="list-style-type: none">Any other fees/charges (expand table as required)	
Fee range for excursions.	
Fee range for incursions.	
Other Changes are to remain fixed for twelve (12) months from Commencement Date. Other fees cannot be implemented until agreed in writing by the School Principal.	
Financial Administration	Provide Details
<ul style="list-style-type: none">Payment Term	
<ul style="list-style-type: none">Payment Method	

Item 18. Licensor's Equipment to be used by Licensee (to be completed by the school)

The Licensor proposes to make available the following equipment:
<< insert a list School equipment that will be utilised by the service. >>

Item 19. Licensee's Equipment to be used by School

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Item 20. Area available for storage use by Licensee (to be completed by the school)

The Licensor will make available:
<< insert a list School Storage areas that will be utilised by the service. >>

Item 21. Maintenance

The Licensee will submit:

- For the approval of the School Principal, within ten (10) Business Days of commencement of services, a proposed process for the reporting of facilities maintenance. This is to be in accordance with existing school processes.
- As outlined in Section 7 of the Conditions of the Licence Agreement, scheduled maintenance will be conducted by the Licensor however the Licensee will be responsible for any damage that occurs during the use of the Premises and such repair will be completed to the satisfaction of the Licensor. The Licensee is responsible for the repair or replacement of any property or equipment where such property requires repair or replacement due to the activities or use by the Licensee.
- The Licensee must immediately notify the Licensor of any damage to property or need of repair, whether resulting from the Licensee's activities or noticed during the activity but not resulting from the activities of the service.

SAMPLE

Item 22. Complaint process



Item 23. Reporting (additional reports required need to be inserted by the school)

The Licensee will provide the following reports to the School Principal:

- A written report, prior to the commencement of services, detailing the name, qualifications together with a photocopy of the current positive notice issued by the Commissioner for Young People and Child Guardian (Blue Card) or receipt of application and contact details for all specified personnel;
- A written report, prior to the commencement of any new specified personnel, detailing the name and contact details of the alternate personnel together with a photocopy of the current positive notice issued by the Commissioner for Children and Young People and Child Guardian (Blue Card) for each new specified personnel or receipt of application;
- A monthly written report, within 15 Business Days of the end of the month, detailing:
 - usage levels and vacancies for the preceding month;
 - all complaints received in the reporting period, action taken to resolve complaints and the timeframe for resolution.
 - waiting lists.
 - reportable incidents
- Within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the Service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises.

The Licensee will submit:

- Prior to the commencement of services, a copy of the written policies and guidelines required by the applicable licence for conducting a service to the school Principal.

On an annual basis the Licensee will provide a copy of the following to the school Principal:

- Result of any National Quality Framework (NQF) Audits;
- Current Suitability Notices for all specified employees;
- Copies of any renewed Insurances (these should be supplied to the school within five (5) days of renewal);
- Licensee is required to report any instance where they have been penalised for a breach of or non-compliance with National Quality Framework requirements or if the Service has been assessed and rated as **Significant Improvement Required** under the National Quality Framework in the past 12 months. If the Licensee has been found guilty with a breach or non-compliance in the past 12 months, then Licensor reserves the right to terminate the Licence Agreement.

The Licensee is required to:

- Report to both the Licensor and the DETE Corporate Procurement Branch, within ten (10) Business Days of receipt, any Formal Compliance Directive issued to the service by the Regulatory Authority in respect of the Service conducted on the Licenced Premises. The Licensee is required to provide, to the DETE Corporate Procurement Branch, a quarterly report detailing all Formal Compliance Directives issued by the Regulatory Authority for any Services conducted by the Licensee in the State of Queensland as well as the outcomes of the formal compliance process.

Item 24. Key Performance Indicators

The following Key Performance Indicators (KPIs) will be used to monitor performance:

- **Complaints**
 - Complaints must be addressed within five (5) Business Days of notification of the complaint.
- **Payment of outgoings/hire charges**
 - All payments made within the timeframe as agreed within the Licence.
- **Reporting**
 - All reporting must be provided within the timeframes detailed in Item 23.
- **Customer Satisfaction**
 - Complaints received should not exceed 3% of families utilising the service per month.

Achievement of KPIs will be measured through the following metrics:

- complaints addressed outside of the timeframe should be less than 3% of the total number of complaints lodged in the reporting period (one calendar month).
- payments made by the dates in the Licence.
- all reporting must be accurate, submitted within the agreed timeframes and contain all details required.
- randomly selected customers are to be surveyed six monthly, by the school regarding customer satisfaction with respect to complaint resolution, service and support. The number of end users dissatisfied with services must be less than 3% of the end-users serviced by the Pre-qualified Provider in the reporting period (six monthly).

Performance Management

- Upon one failure to reach one or more Performance Measures in a single measurement period the Licensee must provide the School Principal with a list of rectification actions and a timeline for implementing these rectification actions.
- Failure to meet the same Performance Measure in two consecutive measurement periods; the Licensee must provide details of preventative actions and a timeline for implementing the preventative actions. The matter is escalated to senior management of both the Licensor and the Licensee for resolution.
- Failure to reach one or more Performance Measures three (3) times in three (3) reporting periods or failure to action preventative measures; the Licensee may be considered to be in material breach of the Licence and the Licence may be cancelled.

Formal Performance Review

- The School Principal or an Officer designated by the School Principal will conduct a formal review of the Contractor's performance on a regular basis. This review is to include a face to face meeting and provision of a written report to the Contractor and at a minimum is to be conducted at the end of years one (1), three (3) and five (5) of the Licence Agreement and this formal review will form the basis of any extension of the Licence.

SAMPLE

Enrolment Preference

Preferential enrolment to students enrolled at the school where the OSHC service is provided is to be implemented. A waiting list should be implemented for students enrolled at other schools and the service should only accommodate these students should they have the capacity and resources to do so.

Food

All food will be prepared by the Licensee in accordance with the Physical Activity and Nutrition Outside School Hours (PANOSH) Food Safety guidelines as endorsed by Queensland Health.

Program

Programs must be reflective of the National Quality Framework and offer a variety of activities to accommodate the different interests and needs of the students, inclusive of students with a disability or special needs.

Availability of quality resources/play equipment

All programs are required to deliver quality and diverse planned activities incorporating the use of quality resources and play equipment for children.

Religious Instruction

Religious Instruction is not part of a school's Out of School Hours Care Service.

An Out of School Hours Care Service provided by a religious organisation must show respect for all religious and non-religious beliefs and other stances represented in the school community.

All activities and events provided within an Out of School Hours Care Service are to be non-discriminatory and equitably available to students of all beliefs who choose to participate.

Key Personnel and any other staff of an Out of School Hours Care Service must avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

Term

The initial Term of the Licence is XXXX years from the Commencement Date (subject to the Licensee's performance).

Insurance Details

Public Liability

Workers Compensation

Co-Investment (GST Inc)
(if applicable)

Value-Adds
(If Applicable)

Meetings

Cleaning

Security

- It is the responsibility of the Licensee to ensure that all facilities and equipment used by the Licensee at XXXX State School are secured and locked at the close each day.
- It is the responsibility of the Licence to ensure that all alarms for areas of XXXX State School used by the Licensee are set at the close of each day. Any associated costs for alarm call outs and attendance by security services/emergency services due to failure to set alarms at areas of XXXX State School under the use of the Licence, or false alarms associated with the use of these areas by the Licence, shall be met by the Licensee.

Item 26. Execution

Licensor	Execution Date / /	Licensor
_____ Signature of Authorised Officer		_____ Signature of Witness
_____ Name of Authorised Officer		_____ Name of Witness

Licensee	Execution Date / /	Witness
_____ Signature of Authorised Officer		_____ Signature of Witness
_____ Name of Authorised Officer		_____ Name of Witness

The person signing warrants that they have authority to sign this Agreement for the Licensee.

**LICENCE TO USE DEPARTMENT OF EDUCATION AND TRAINING
PREMISES FOR OUTSIDE SCHOOL HOURS CARE SERVICE
PART 2 — SCHOOL PLAN**

See attached Plan

Conditions of the Licence

- The Principal reserves the right to issue amended Conditions of Licence prior to entering into the Agreement, as and when required.

1. DEFINITIONS

- 1.1 In this Agreement unless the context otherwise requires or the contrary intention appears, the following terms have the meanings assigned to them:
- 1.2 **"Agreement"** means Parts 1 and 2 of this document and any other Annexure or Schedule to this document.
- 1.3 **"Business Day"** means a day (other than a Saturday, Sunday or public holiday) on which banks are open for business in Queensland.
- 1.4 **"Commencement Date"** means the day on which this Agreement commences as set out in Item 10 of Part 1.
- 1.5 **"Hire Charges"** means the amount specified in Item 12 of Part 1.
- 1.6 **"Land"** means the land described in Item 9 of Part 1, which is owned by or under the control of the Licensor.
- 1.7 **"Licence Year"** means each separate year of the Term of this Agreement, the first License Year commencing on the Commencement Date.
- 1.8 **"Licensor"** means the person named in Item 3 of Part 1.
- 1.9 **"Minister"** means the Minister for Education, Training and Employment or its successors.
- 1.10 **"Parking Areas"** mean the area that is available for use for parking during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2.
- 1.11 **"Permitted Use"** means the use of the Premises as described in Item 15 of Part 1.
- 1.12 **"Premises"** means that part of the Land, including buildings, that is licensed to the Licensee in accordance with the terms of this Agreement as identified by on the plan in Part 2 and the equipment identified in Item 14 of Part 1.
- 1.13 **"Principal"** means the Principal of the School.
- 1.14 **"P&C"** means the Parents and Citizens Association of the School.
- 1.15 **"Routes of Access"** means the area that is to be used as access during the time the Licensee has a licence to use and occupy the Premises as identified on the plan set out in Part 2 and varied, from time to time, by the Principal.
- 1.16 **"Licensee"** means the person named in Item 6 of Part 1.
- 1.17 **"School"** means the School identified in Item 1 of Part 1.
- 1.18 **"Termination Date"** means the day on which this Agreement terminates as set out in Item 11 of Part 1.
- 1.19 **"Term of this Licence Agreement"** means the period this Agreement will be in effect.

2. INTERPRETATION

- 2.1 A reference to a statute, regulation, ordinance or local law shall be deemed to extend to all statutes, regulations, ordinances or local laws amending, consolidating or replacing the same.
- 2.2 Where the day on or by which anything under this Agreement is to be done is a Saturday, Sunday or public holiday in Queensland, such thing may be done on the next Business Day in Queensland.
- 2.3 A covenant or agreement on the part of two or more parties shall be deemed to bind them jointly and severally.
- 2.4 Unless otherwise specified, the covenants and obligations of the parties to this Agreement shall be construed as if each such covenant or obligation is a separate and independent covenant made by one party in favour of the other.
- 2.5 In the case of any inconsistency between the Parts and Schedules to this Agreement and a clause in this Part, the provisions of the clause shall prevail to the extent of the inconsistency.
- 2.6 A reference to any authority, association or body, whether statutory or otherwise, shall be deemed to refer to any authority, association or

body established or constituted in lieu thereof or succeeding, as nearly as may be, to the powers or functions thereof.

- 2.7 The singular shall include the plural and vice versa.
- 2.8 Words importing one gender shall include a reference to all other genders.
- 2.9 Where the context permits, reference to the Licensee shall extend to the members, servants, agents and invitees of the Licensee.

3. LICENCE

- 3.1 The following documents constitute the entire Licence between the Licensor and the Licensee:
 - (1) This Licence document,
 - (2) Section 3 Specification of ITO,
 - (3) The Licensee's Offer; and
 - (4) The Pre-Qualified Panel Arrangement
- 3.2 The Licence shall expire on the date set out in Item 11 of Part 1 of the Licence.
- 3.3 The Licensee shall immediately surrender or transfer their Service Approval to the issuing authority upon expiration of the Licence.
- 3.4 The Licensor grants to the Licensee and the Licensee accepts a licence to use and occupy the Premises in common with the Licensor and all others with similar rights for the Term of this Agreement, on the terms and conditions set out in this Agreement.
- 3.5 For the purpose of obtaining access to the Premises, the Licensor authorises the Licensee to use the Routes of Access.
- 3.6 The Licensee will not use the Premises for any purpose other than the Permitted Use, and the times of use set out in Item 18 of Part 1.
- 3.7 The rights conferred by this Agreement rest in contract only and shall not infer an intention to create in, or confer upon the Licensee any tenancy, estate or interest in the Premises.

4. HIRE CHARGES

- 4.1 The Licensee agrees to pay to the Licensor the hire charges as set out in Item 12 of Part 1 and at the time/s and by the method set out in that Item.

5. HIRE CHARGE/ FEE CHARGE REVIEW

- 5.1 Both the Hire Charge and the Fees payable are to be reviewed annually.

- 5.2 The annual Hire Charge sum payable in the year under review will not be less than that paid in the year immediately preceding unless exceptional circumstances prevail. In that case the school may approve a decrease in the hire charge due.
- 5.3 Where the Licensee seeks to have an increase in fees, they are required to provide written justification with the request.

6. OUTGOINGS

- 6.1 Item 13 of Part 1 sets out whether the Licensor or the Licensee is responsible for the costs, outgoings and expenses ("Outgoings") connected with the Licensee's use of the Premises. These Outgoings include but are not limited to water, electricity, gas and telephone charges, cleaning.
- 6.2 If the Licensee is responsible for all or part of the outgoings and the Licensor and Licensee agree that the Licensee shall pay the Licensor for the outgoings on a pro rata basis then the formula for this pro rata basis is set out in Item 13 of Part 1 if applicable.
- 6.3 If the Licensee is responsible for all or part of the outgoings the Licensor shall not be liable in any way for any such outgoings.
- 6.4 If the Licensee is responsible for all or part of the outgoings the Licensee indemnifies the Licensor in respect of the outgoings.

7. MAINTENANCE & REPAIR

- 7.1 In its use of the Premises, the Licensee shall—
 - (a) take reasonable care of the Premises and all fixtures, fittings, equipment, and other property which the Licensor permits the Licensee to use for the purposes of this Agreement;
 - (b) following each occasion of use, leave the Premises in as near as the condition as it existed at the Commencement Date; and
 - (c) be responsible for the cost of repair or replacement of any property of the Licensor where such repair or replacement is due to the activities of or use by the Licensee.
- 7.2 The Licensee shall not make or cause to be made any alteration, additions or improvements to the Premises without approval from the Licensor.
- 7.3 If the Premises are at any time during the term of this Agreement damaged or destroyed by fire, lightning, storm, flood, tempest,

earthquake, explosion, fusion, subsidence, act of God, riot, civil commotion, strikes, enemy action or malicious damage or otherwise without fault on the part of the Licensee, then the hire charges payable under this Agreement after the date of that damage or destruction (or a fair and just proportion thereof according to the nature and extent of the damage) will be suspended and cease to be payable until the Premises is rebuilt, reinstated and repaired so as to be fit for occupation, use and enjoyment by the Licensee.

7.4 The Licensor may, at its option, elect whether to repair the damage to the Premises. If the Licensor elects not to repair such damage, then either party may terminate this Agreement by notice in writing to the other party.

7.5 If this Agreement is terminated pursuant to clause 7.4 the Licensee has no right to a claim for compensation.

7.6 The Licensee shall be required, at its own cost, to remove from the Premises all fittings, equipment, furniture and other articles of property contained in or about the Premises which belong to the Licensee—

(a) on expiration of this Agreement; or

(b) upon earlier termination of this Agreement;

and the removal of such property shall be within 30 days of such expiration or earlier termination. In effecting such removal, the Licensee shall cause as little damage as possible to the Premises and make good to the reasonable satisfaction of the Licensor any damage that may be occasioned to the Licensor's property by such removal.

8. ASSIGNMENT

8.1 The Licensee must not assign, sub-licence or in any manner part with the use and occupation of the Premises or assign the benefit of this Agreement.

9. ADVERTISING

9.1 The Licensee must not erect or display advertising material on the Premises without the written approval of the Licensor.

9.2 Advertising to promote the activity at the Premises must not be used unless the Licensee has received the prior written approval of the Licensor.

9.3 As a guide, the Licensor will not approve advertising that—

(a) is of a nature that might imply that the School or Department of Education,

Training and Employment is involved with or endorses the thing or activity advertised;

(b) refers to the premises other than to show the location of the venue;

(c) is, in the Licensor's opinion, objectionable.

10. PRIVACY

10.1 The Licensee must not access, record, use, disclose or retain any personal information obtained from the occupation of or use of the Premises.

11. LICENSOR'S COVENANT

11.1 The Licensor will promptly pay all outgoings not payable by the Licensee under the terms of this Agreement.

12. INDEMNITY

12.1 The Licensee indemnifies, releases and discharges the Licensor from and against all actions, proceedings, claims, demands, costs, losses, damages and expenses which may be brought against or made upon the Licensor or which the Licensor may pay, sustain or be put to by reason of, or in consequence of or in connection with the occupation and use of the Premises except to the extent of any negligent act of the Licensor or their servants or agents.

13. INSURANCE

13.1 The Licensee shall, if required and for the term of this Agreement, take out and maintain:

(a) a policy of insurance in accordance with the *Workers' Compensation and Rehabilitation Act 2003*;

(b) a policy of personal accident insurance for all volunteer workers.

13.2 The Licensee must take out a public liability policy of insurance for an amount of not less than ten million dollars (\$10m) per occurrence with an insurer approved by the Licensor. The public liability policy of insurance must note the rights and interests of the Licensor in this Agreement including those set out in Clause 13 of this Agreement. The Licensee must maintain the policy during the term of this Agreement. The policy must contain an undertaking by the insurer to notify the Licensor in writing not less than 30 days prior to any material change in terms, cancellation or other termination of the policies.

13.3 If the Licensor in writing requests the Licensee to provide evidence of the public liability insurance and the Licensee does not provide

evidence satisfactory to the Licensor within 14 days of receiving the request, then the Licensor may take out the insurance. Any premiums paid by the Licensor for the insurance shall be a debt due from the Licensee to the Licensor.

14. TERMINATION UPON NOTICE

- 14.1 Subject to clause 14.2 either party to this Agreement may terminate this Agreement at any time upon giving the other party 3 months' notice in writing of its intention to do so.
- 14.2 If the Land is reserve land pursuant to the Land Act 1994 the Minister responsible may cancel the Agreement by giving 28 days' notice if—
- 14.3 the Licensee does not comply with the conditions of the Agreement; or
- 14.4 the Minister is satisfied cancellation would be in the public interest.
- 14.5 If the Agreement is cancelled pursuant to clause 14.1, the Licensee has no right to a claim for compensation.

15. TERMINATION FOR DEFAULT

- 15.1 If the Licensee fails to comply with, observe or perform any of its obligations under this Agreement, the Licensor may, by notice in writing to the Licensee, request the Licensee to remedy the failure within 14 days after the date that the notice is given.
- 15.2 If —
- (a) the Licensee fails to comply with a notice under this clause; or
 - (b) an application is made or a resolution is passed for the winding up of the Licensee; or
 - (c) a receiver or official manager is appointed; or
 - (d) any step in insolvency proceedings is taken by or against the Licensee; or
 - (e) the incorporation of the Licensee is cancelled; or
 - (f) the Licensee ceases to carry on business; or
 - (g) at any time the Licensee does not hold the appropriate accreditations, approvals and licenses in terms of the National Quality Framework for Early Childhood Care and Education and relative federal and state legislation and regulations

then the Licensor may terminate this Agreement by giving 28 days' notice in writing to the Licensee.

- 15.3 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall reinstate the Premises to the same condition the Premises were in as at the Commencement Date, fair wear and tear excepted.
- 15.4 If this Agreement is terminated pursuant to this clause 15, then the Licensee shall immediately surrender their Service Approval to the Issuing Authority.
- 15.5 Termination pursuant to this clause 15 shall be without prejudice to any rights that either party may have against the other arising out of or connected with this Agreement prior to the date of termination.

16. WARRANTIES

- 16.1 The Licensor does not warrant that the Premises are safe, fit, suitable, or adequate for the Permitted Use and all warranties able to be excluded by law are excluded.
- 16.2 The Licensee acknowledges that—
- (a) the Licensee is satisfied that the Premises are fit for the Permitted Use;
 - (b) the Premises are in good condition; and
 - (c) the Licensee warrants that it has taken reasonable steps to satisfy itself that the Premises are fit for the permitted Use and safe from risk to any person.

17. RULES

- 17.1 The Licensor (acting through the School Principal) may from time to time implement rules with which the Licensee must comply, relating to:
- (a) the use, safety, care and cleanliness of the School;
 - (b) the preservation of good order and lawful activity in the School and the Outside School Hours Care Service;
 - (c) the comfort of persons lawfully using the School;
 - (d) the location of garbage and refuse pending its removal;
 - (e) the location and or closure of the car park or the common areas or any part thereof;
 - (f) any other matter relevant to the administration of the School.

The rules in force at the commencement Date are set out in Part 4.

- 17.2 The Licensor may from time to time, and at its discretion, amend, repeal or add to the rules by notice in writing to the Licensee.

18. EXCLUSION OF TRESPASSERS

18.1 Notwithstanding anything else contained or implied to the contrary in this Agreement, the Licensor may at any time, and from time to time, and for so long as it shall think fit, exclude and restrain any person or persons from entering upon or using or occupying any part of the Land other than bona fide Licensors, patrons, delivery persons or service suppliers, employees, agents and invitees of the Licensee or of the other users of the School who make use of the Land in accordance with the rules of the Licensor.

18.2 Without in any way limiting the meaning of the term "bona fide", a person is deemed not to be bona fide if the person:

- (a) enters upon the Land or makes use of the Premises in breach of the Licensor's rules;
- (b) is notified of the breach of rules; and
- (c) Commits a further breach of the same rules or other rules.

19. REVOCATION OF LICENCE TO ENTER

19.1 Whenever requested to do so by the Licensor, the Licensee must give written notice to any person who:

- (a) fails to observe the rules of the Licensor; or
- (b) is deemed not to be bona fide,
- (c) revoking any right to enter upon any part of the School and the Land.

20. DISPUTE RESOLUTION

20.1 The parties shall seek to settle any dispute arising in connection with this Agreement by negotiation, mediation or conciliation between the parties. In any such proceeding, each party may at its election be represented or accompanied by a qualified legal practitioner.

20.2 For the avoidance or settlement of disputes, and for the better management of this Agreement, the parties each nominate contact persons in accordance with Item 5 and Item 8 of Part 1.

21. ENTIRE AGREEMENT

21.1 This Agreement constitutes the entire agreement between the parties. Any prior written or oral agreement, arrangement or understanding in respect of the subject matter of this Agreement is superseded.

22. COSTS

22.1 The Licensee will pay:

- (a) the Licensor's costs of and incidental to the negotiation, preparation and execution of this Agreement;
- (b) any stamp duty payable in respect of this Agreement; and
- (c) any other costs of and incidental to the completion of this Agreement.

23. COMPLIANCE WITH LAWS

23.1 The Licensee must comply with all relevant laws and the requirements of any statutory authority while using the Premises including but not limited to:

- (a) The applicable license for conducting a centre based service issued pursuant to the Education and Car Services National Law and Regulation 2011;
- (b) Current "blue card" issued by the Commission for Children and Young People and Child Guardian which indicates that a person is eligible to work with children and young people in Queensland, pursuant to the Commission for Children and Young People Guardian Act 2000;
- (c) Registration with the National Childcare Accreditation Council.
- (d) Assessment and Rating is conducted by Australian Children's Education and Care quality Authority (ACECQA).

23.2 The licensee must provide written evidence of compliance with the requirements referred to in Clause 23.1.

23.3 Nothing expressed or implied in the provisions of this Agreement shall derogate from the Licensee's liability, responsibility, duty or obligation to comply with the provisions of any Act, rule, regulation, local law or any other law in force from time to time in respect of the Land and the Premises.

23.4 The Licensee acknowledges that it will prepare and lodge (at its cost) any development application required by the local government to

allow the Licensee to use the Premises for the Permitted Use. The Licensee will comply with all conditions imposed by the local government in relation to the development application.

24. GOVERNING LAW

24.1 This Agreement will be governed by and construed according to the laws of the State of Queensland and the parties agree to submit to the jurisdiction of the courts of the State of Queensland.

25. WAIVER

25.1 No right under this Agreement shall be deemed to be waived except by notice in writing signed by each party.

26. VARIATION

26.1 No variation to this Agreement shall be valid unless it is in writing and signed by both parties.

27. NOTICES

27.1 Any notice, demand, consent or other communication required to be given under this Agreement will be deemed to have been given—

- (a) if sent by prepaid mail, two Business Days following posting;
- (b) if hand delivered, on the date of delivery;
- (c) if faxed, upon an apparently successful transmission being noted by the sender's facsimile machine.

27.2 The respective addresses for service of the parties are set out in Item 5 and Item 8 of Part 1.

28. INTERESTS ON UNPAID MONIES

28.1 The Licensee is to pay interest to the Licensor on any monies due and payable under the Agreement, and on any judgment in favour of the Licensor in an action arising from the Agreement until all outstanding monies, including interests are paid in full. The rate of interest is at a rate equal to the Commonwealth Bank of Australia's monthly overdraft index rate on the amount of any account that is not paid within thirty (30) days of the date of the account.

29. NO SMOKING

29.1 The Licensee, including all employees, agents and invitees of the Licensee, must not smoke on the Premises during the term of the Agreement.

30. GST

30.1 For the purposes of this clause "GST" has the same meaning as in A New Tax System (Goods and Services Tax) Act 1999 (Cth).

30.2 The parties acknowledge that the Hire Charge is inclusive of GST.

31. P & C LIQUOR APPROVAL

Not Applicable to this Licence.

32. APPROVAL FOR USE

32.1 The execution of this Agreement by the Licensee constitutes an application in writing to the Minister or authorised officer for permission to use the Premises.

32.2 The execution of this Agreement by the Licensor constitutes written notice to the Licensee of approval, subject to the conditions of this Agreement, of the application by the Licensee for permission to use the Premises.

33. RIGHT OF ENTRY

33.1 The Licensor reserves the right to inspect all premises being utilised by the Licensee under this agreement. Inspections would be arranged by contacting the Licensee via phone to request access and indicating the reason why. Access may not be unreasonably withheld.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/9/23
26/9/23	16/10/23	26/9/26

6.8 Maintenance of Facilities

The Service is required to ensure effective maintenance of the centre-based care Service (OSHC) approved under the Education and Care Services National Law Act (2010) and Regulation (2011)

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act (2010) and Regulation (2011)
- NQS Area: 7

Procedures

The Approved Provider will ensure the establishment of an effective reporting of facilities maintenance process and schedule including but not limited to:

- Day to day maintenance of the facility
- Replacement of play equipment
- Replacement of major items such as fridges and televisions
- Repairs
- Refurbishment

The Service will immediately notify the Licensor of all damaged property or equipment and will be recorded in the maintenance log.

Property of equipment damaged due to the activities undertaken by the Service will be repaired or replaced by the service.

Date of Development/review	Date Ratified	Date to be Reviewed
20/10/20	7/12/20	30/09/23
26/9/23	16/10/23	26/9/26

POLICY GROUP SEVEN: Emergencies and Evacuations

7.1 Emergency Equipment and Facilities

Personal safety and security of children, Educators and volunteers (all persons on the premises) are of prime importance while in attendance at the Service. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping Educators and children with sound knowledge of them.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011, Building Fire Safety Regulation 2008;
- NQS Area: 2.3; 3.1; 7.1; 7.3;
- Policies: 4.1 – General Health and Safety, 6.1 – Space and Facilities Requirements, 6.3 – Workplace Health and Safety, 7.2 – Drills and Evacuations, 7.4 – Fire Safety Compliance.

Procedures

Smoke alarms are fitted in each building and will be tested regularly in accordance with the manufacturer's instructions.

At each exit of the indoor areas accessed by the service, doors can be easily opened, are clearly sign-posted, and that emergency and evacuation floor plans and instructions are prominently displayed near each of these exits; and Service Management in conjunction with the Health and Safety Representative (see Policy 6.3 – Workplace Health and Safety) will be responsible to ensure that:

- there is a signal for sounding warnings of an emergency;
- exits are easily opened and clearly marked with evacuation plans;
- there are appropriate fire extinguishers, properly installed and maintained and that Educators have basic training in the use of the fire blankets and fire extinguishers kept at the venue. Locations will be clearly indicated by appropriate signage.
- the Service calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information on the appropriate measures which are required to comply with this aspect of this Policy.

Date of Development/review	Date Ratified	Date to be Reviewed
10/5/21	17/5/21	30/4/24

7.2 Emergencies and Evacuations

Policy Statement

The emergencies and evacuation policy is designed to ensure the safety and wellbeing of all individuals within the facility, particularly children, in the event of an emergency. The policy outlines the clear and systematic procedures to be followed when an immediate response is required due to a threat, either from an internal or external source. The purpose of such a policy is to manage the risk of harm effectively, safeguarding everyone in and around the service's physical location.

The service's emergency plans have been developed from sound risk assessment of potential emergencies relevant to OSHC. The procedures derived from the risk assessment set out actions and responsibilities for—

- Emergency evacuation.
- Lockdown.
- Responding to a bomb threat.

The policy also captures the management and integration of these emergency plans, including training and drills for both evacuation and lockdown, ensuring that children and educators are familiar with the procedures and know their roles and responsibilities. This preparation is crucial for ensuring a swift, coordinated response during a real emergency.

The service recognises the timely and controlled response to emergency events, such as a fire, bomb threat or lockdown contributes significantly to upholding the safety and wellbeing of children, staff and any other relevant individuals onsite.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.97 Emergency and evacuation procedures
 - R.98 Telephone or other communication equipment
 - R.99 Children leaving the education and care service premises
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
 - R.176 Time to notify certain information to Regulatory Authority
 - R.177 Prescribed enrolment and other documents to be kept by approved provider
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Fire and Emergency Service Act 1990 (Qld)
- Building Fire Safety Regulation 2008 (Qld)
- [Managing the Work Environment and Facilities Code of Practice](#)

Related Policies and Procedures

- [Example 2.1 Providing a Child Safe Environment](#)
- [2.23 Interactions and Relationships with Children](#)
- [9.2 Enrolment](#)
- [9.11 Enrolment Management](#)
- [10.24 Privacy](#)
- [10.28 Record Keeping and Retention](#)

Appendices and Forms

[Emergency Situations Risk Assessment](#)

Key Tasks and Responsibilities

Emergency Plans	The Approved Provider is responsible for ensuring plans have been created from a risk assessment. The Nominated Supervisor will collaborate with the Approved Provider to refine and develop plans as needed.
Inspections for a Safe Environment	Educators will support the Nominated Supervisor by carrying out daily inspections that ensure the safe egress or ingress to assembly areas, should they be required.
Carrying out Evacuation or Lockdowns	The Nominated Supervisor or Responsible Person will lead the emergency evacuation or lockdown response including leading drills. Educators follow their responsibility to gather and transition children to safety and carry out any other support tasks required. Educators will also play a key role in alerting others to the emergency.
Documentation	The Nominated Supervisor or Responsible Person will complete the relevant record for the rehearsal (drill) or in the event of an actual event, the relevant notification report.

Procedures

Emergency Evacuation

For emergencies where the source of the hazard is located inside or otherwise onsite (e.g. a fire, chemical spill, gas leak etc.) and children need to move away from the hazard, the **Emergency Evacuation Plan** will be initiated. To maximise the continuity of emergency plans for children, the service has an evacuation method consistent with school procedures.

Displaying Plans

Evacuation plans, including a floor plan, will be clearly displayed near the entrances/exits of each room used by the service. Evacuation plans will be child friendly and displayed at child height.

Inspections of Egress and Equipment

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure in the event of an emergency. The free egress of emergency exits will be included on the daily safety checklists.

Likewise routine inspection of the service's emergency equipment will be set out in the service's maintenance schedule.

Priority is the Safe Evacuation

In an emergency situation, the educator who first discovers the emergency will raise the alarm using the service's emergency equipment by calmly saying 'EVACUATE. THIS IS AN EVACUATION'. Attempts to extinguish fires will occur only if the fire is very small, and the person has been trained in using the fire equipment. As set out in the evacuation instructions, the priority is to evacuate.

Post-Evacuation Care and Supervision

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

Lockdown

A lockdown emergency response is initiated where the threat or hazard is in the external environment (a harassing parent/adult, dangerous person on/near premises). Unlike the emergency evacuation plan, the lockdown plan due to the discreet intention is not displayed, therefore rehearsals (drills) are an essential activity to ensure effective preparation.

Daily Inspections for a Safe Egress

Educators must ensure that all entrances for buildings used in a lockdown are kept clear to enable a quick entry in the event of an emergency. The rooms selected for lockdowns are chosen based on their capacity to safely contain children and educators. The free ingress of entrances will be included on the daily safety checklists.

Educator Response to Threats

To remove any doubt, no staff member is to try to physically remove an unwanted or harassing individual.

Bomb Threat

Plan Kept Near Phone

An action plan for the event of a bomb threat will be kept in an accessible location in the OHSC office.

A coordinated approach to maintain communication in order to collect helpful information, while evacuating children to a safe area will be carried out.

Emergency Training and Induction

Before an educator or volunteer commences any duties, they are to know the steps carried out in a relevant emergency situation.

Relevant written induction materials set out the plans to be followed by educators, including the location of relevant alarms and communication methods. It is the responsibility of the Nominated Supervisor (or RP in their absence) to confirm any personnel commencing with the service has had relevant instructions and can describe their duties.

Emergency Drills

Rehearsal of emergency evacuation and lockdown procedures will be carried out at least once a term (every three months), with both the emergency evacuation and lockdown drill will occur during a BSC session, ASC session, and at the beginning of each Vacation Care program. To maximise the exposure to the widest range of children, families and staff in attendance, it will be expected that the drills will occur on different days of the week.

At the conclusion of a drill, relevant feedback and guidance will be provided to the children. The service expects drills to be a positive experience for children and educators are to be encouraging in their tone when debriefing a drill.

Each practiced drill will be documented and recorded by the relevant person leading the rehearsal. Each record will include an evaluation of the drill against the service's plans and responses by staff and children. Any concerns will be reported to the Approved Provider and prompt the review of the emergency situations risk assessment and plans.

Quality Improvement

Emergency plans will continue to be monitored for effectiveness. All staff are encouraged to inform the improvement of emergency plans over time. Consultation and feedback with educators will be sourced following each drill.

The risk assessment for emergency situations will be reviewed at least annually or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service.

Emergency Evacuation Plan

Principles for Evacuation Plan Response

- R** – Remove children and others from danger
- A** – Alert, call out in a loud voice, sound alarm and call 000
- C** – Confine the fire. Close doors and windows, if safe
- E** – Evacuate to the Assembly Area

Steps to follow in the event of a fire or other relevant danger

Step	Responsible Person	Instructions
1	All educators	Maintain awareness of your location and scan for potential hazards.
2	Responding Educator	When a relevant emergency presents (fire etc), sound alarm to alert all students, teachers, educators, and service/site visitors. The Educator who first discovers the emergency will alert Educators and children by calmly saying 'EVACUATE. THIS IS AN EVACUATION'.
3	All educators and children	On hearing the alarm, each educator needs to prepare children to evacuate - muster all children located in their supervised area, directing them to gather (in a line) at the nearest exit point, ready to leave to the Assembly Area.
4	Responsible Person	Put on warden hat and high visible vest, gather emergency medication, first aid kit, evacuation kit and sign in/out record, staff names tags.
5	Lead Educator	One educator from each location leads the children to the relevant Assembly Area.
6	Responsible Person	Check all rooms (including toilets) to ensure no children have been left behind. If safe to do so, close doors (leave unlocked) and windows, turn off air conditioners and TV. Meet all children and educators at assembly point.

7	Responsible Person and Educator	Once at assembly point, delegate an educator to call 000. Account for all children and educators with a roll call – reading out and visually confirming each person in present and safe. Apply first aid, if required.
8	All educators	Wait for emergency services to attend. Responsible Person to nominate an educator to meet emergency services in a prominent location.
9	Responsible Person	No one is to re-enter a building until emergency services have attended and deemed it safe to do so. Children will be cared for at the Assembly Area.

Lockdown Plan

Principles for Lockdown Response

Communication – Discretely make others aware of the threat.

Coordination – Respond as a team to ensure the safety of children.

Care – Calmly approach the assembly of children to support safety and wellbeing.

Steps to follow in the event of outdoor or other external danger

Step	Responsible Person	Instructions
1	All educators	Maintain awareness of your location and scan for potential hazards.
2	Responding Educator	<ul style="list-style-type: none"> When a relevant emergency presents (external threat), raise awareness to other educators. The Educator or child (if appropriate) being harassed, or the closest observer of the child or other Educator being harassed, will calmly give the signal, "LOCKDOWN, THIS IS A LOCKDOWN" or 'CLINTON TO THE (WHERE THE THREAT IS)'. the Co-ordinator or other person, who receives the signal, will calmly and quietly inform other educators of the need to move the children to safety. <p>If possible, record relevant information (e.g. physical descriptions, car registration). At no time will Educators try to physically remove an unwanted visitor.</p>
3	All educators and children	On hearing the signal, each educator needs to prepare children to transition to the lockdown area. Assemble in an orderly manner and move toward lockdown area.

4	Lead Educator	Check other rooms and toilets to ensure all children are accounted for.
5	Responsible Person	Walks to each entrance and once all children are inside, close and lock the doors and windows (only if appropriate and able to do so) . Where possible, draw curtains/blinds.
6	Lead Educator	As children arrive inside, assemble in the safest area and encourage children to be calm and still.
7	Responsible Person and Educator	Once everyone is believed to have arrived, delegate an educator to call 000 (if relevant) Account for all children and educators with a roll call – reading out and visually confirming each person in present and safe.
8	All educators	Depending on the circumstances, wait for— <ul style="list-style-type: none"> • emergency services • the threat to pass (storm etc).
9	Responsible Person	No one is to leave a building until emergency services (if relevant) have attended or Responsible Person have deemed it safe to do so.

Bomb Threat Action Plan

Principles for a Bomb Threat Response

Communication – Maintain contact to collect and record helpful information.

Coordination – Respond to evacuate or assemble in a safe area.

Steps to follow in the event of a bomb threat situation

Step	Responsible Person	Instructions
1	Staff member answering the phone	Locate the bomb threat checklist and record key information. Do not hang up the phone. Signal to an educator, without altering the caller, to commence evacuation procedures.

2	Supporting Educator	Raise the awareness of an evacuation.
3	All educators and children	On hearing the signal for emergency evacuation, each educator needs to prepare children to evacuate- muster all children located in their supervised area, directing them to gather (in a line) at the nearest exit point, ready to leave to the Assembly Area .
4	Responsible Person/ Supporting Educator	Put on warden hat and high visible vest, gather emergency medication, evacuation kit and sign in/out record, staff name tags.
5	Lead Educator	One educator from each location leads the children to the relevant Assembly Area .
6	Responsible Person/ Supporting Educator	Check all rooms (including toilets) to ensure no children have been left behind. If safe to do so, close doors (leave unlocked) and windows. Meet all children and educators at assembly point .
7	Responsible Person/ Supporting Educator	Once at assembly point, an educator to call 000. Account for all children and educators with a roll call – reading out and visually confirming each person in present and safe.
8	All educators	Wait for emergency services to advise further actions.

Date Development/review of	Date Ratified	Date to be Reviewed
10/5/21	17/5/21	30/4/24
6/3/24	20/5/24	30/4/27

7.3 Fire Safety Compliance

In order to ensure the safety and wellbeing of children, families and Educators, the Service recognises the need to ensure that systems, equipment and premises comply with the regulatory requirements in relation to fire safety. Management will ensure Educators are aware of their responsibilities in relation fire safety.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- National Construction code 2011 - Building Code of Australia, volume 1 (class 1 – 9 buildings);
- Fire and Emergency Services Act 1990, Building Fire Safety Regulation 2008;

- NQS Area: 2.3; 7.1; 7.3;
- Policies: 6.3 – Workplace Health and Safety, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 8.10 – Employee Orientation and Induction, 10.9 – Risk Management and Compliance.

Procedures

Management will ensure that the premises used by the Service are compliant with Building Fire Safety Regulations 2008 (Queensland).

The Co-ordinator and/or Health and Safety Representative will be responsible to:

- conduct a risk assessment to identify potential emergencies that are relevant to the Service;
 - keep emergency exits clearly signed posted and kept clear and unlocked at all times while the Service is operating;
 - ensure emergency and evacuation procedures are displayed prominently near each exit of premises occupied by the service, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them, and instructions for what must be done in the event of an emergency;
 - allocate tasks for educators during emergency and evacuation procedures;
 - conduct and document emergency and evacuation drills every 3 months; and
 - ensure fire safety equipment is maintained regularly.
- **Reference;** Queensland Fire and Emergency Services – Building Fire Safety Management Tool & Advisory Notes (effective 5/2017)

Date of Development/review	Date Ratified	Date to be Reviewed
10/5/21	17/5/21	30/4/24

7.4 Extreme Weather

The Service acknowledges that extreme weather conditions could pose significant risk to children and Educators attending the Service during operating hours therefore precautions to ensure the health and wellbeing of children and Educators will be implemented. Extreme weather conditions may include excessive heat, bushfires, torrential storms, floods, hail stones and/or snow.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 2.3; 5.1; 5.2; 7.1; 7.3;
- Policies: 3.1 – Educational Program Planning, 3.3 – Educator Practices, 3.7 – Physical Activity, 3.12 – Sustainability Practices, 4.8 – Sun Safety, 6.5 – Use and Maintenance of Air Conditioning, 7.1 – Emergency Equipment and Facilities, 7.2 – Drills and Evacuations, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance.

Procedures

In relation to extreme weather events, the Service will take its lead predominantly from the school, weather warnings and forecasts. Therefore, if the school in which the Service is located is closed, the OSHC Service may also be closed.

The Co-ordinator will be responsible to ensure that the heating and cooling requirements of the Service are adequate and maintained at an acceptable temperature.

In the case of extreme weather events and possible power outages, the Co-ordinator will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible to educators. The Co-ordinator will ensure the service mobile phone is accessible to Educators, when required.

The Co-ordinator will ensure that risk assessments are conducted for identified extreme weather events with control measures identified. Educators will be required to read and sign all risk assessments.

During times of hot weather, Educators and children will be encouraged to:

- follow the Service's Sun Safety Policy by wearing sun smart clothing, a broad brimmed or legionnaires hat and applying sunscreen;
- drink fluids more frequently throughout the session, particularly cold water;
- keep cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves;
- staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows;
- limit strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

During times of inclement weather, Educators and children will be encouraged to:

- conduct games and activities indoors or in an undercover area outdoors.

If an extreme weather event occurs during Service operating hours, the Co-ordinator will:

- monitor the situation using local radio or other social media;
- ensure Educator and children's safety by remaining indoors or in an area that is deemed safe.

If, during normal operating hours, closure of the Service is expected as the result of an extreme weather event, the Co-ordinator will:

- contact Management to make them aware of the situation;
- contact families to arrange collection of their child;
- ensure the regulatory authority (<https://closures.earlychildhood.qld.gov.au>) and relevant government agencies such as DEEWR are notified of closure as soon as practical.

Date Development/review	of	Date Ratified	Date to be Reviewed
10/5/21		17/5/21	30/4/24

7.5 Emergency Closure Policy

The service may be required to close in the event of an emergency as declared by local, state or federal government and/or their relevant departments.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act (2010) and Regulation (2011)
- NQS Area: 7

Procedures

Children and families

If children are being educated and cared for at the Service, families will be contacted to collect their children.

If families are unable to collect their children, alternative arrangements should be made with emergency contacts.

Fees for unused sessions of care as a result of the declared emergency will be waived.

Educators

Once Educators/staff members have made provision for the children's safety and wellbeing during the declared emergency, they should attend to their personal safety and wellbeing needs. Educators/staff members may be able to attend to their personal needs sooner if deemed practical. This may mean leaving the service early to get home if their route home is going to be affected by the emergency.

Permanent employees shall be paid as per their usual working hours for periods of declared emergency for up to 2 days. Additional time may be taken from relevant leave accruals.

The Approved Provider will not be obligated to pay casual employees for unattended shifts during the declared emergency.

Date Development/review	of	Date Ratified	Date to be Reviewed
10/5/21		17/5/21	30/4/24

POLICY GROUP EIGHT: Staffing Arrangements

8.1 Role and Expectations of Educators

The Service encourages the building of skilled, qualified, motivated Educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the Educators of children at the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Duty of Care;
- NQS Area: 1.1; 1.2; 2; 3; 4.1; 4.2; 5; 6.2; 6.3; 7.1; 7.2; 7.3;
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction.

Procedures

****Please Note** "The Education and Care National Services Law 2010 states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. The Approved Provider, as holder of the service supervisor certificate, appoints an Educator whom they deem to be fit, proper, suitably qualified and/or experienced, and with their consent, to be the Nominated Supervisor of a service."

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- ensuring educational programs are delivered in accordance with My Time Our Place: Framework for School Age care in Australia, based on the developmental needs of children and designed to take into account the individual differences of each child;
- ensuring children are adequately supervised, not subject to inappropriate discipline and protected from harm or hazards;
- ensuring food and beverages provided by the Service are healthy, nutritious and are chosen with regards to the dietary needs of children attending;
- ensuring appropriate health and hygiene practices are developed, implemented and practiced by Educators and children;
- ensuring the prescribed levels of Educator to child ratios are met and each Educator at the Service meets the qualification requirement relevant to their role.

The Service shall require that all persons employed (whether for financial remuneration or as volunteers) in the Service are fit and proper to undertake the work for which they are engaged in the Service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the Service) they:

- are capable of providing an adequate standard of child care in the school age care setting;
- are of good character and suitable to be entrusted with the care and protection of children; and
- have obtained and given to the Approved Provider of the Service, as appropriate, a current positive suitability notice (or copy of paid application), under the Commission for Children and Young People Act, 2000.

The Approved Provider shall ensure that all Educators have a current position description detailing their role and duties as per their position.

The Co-ordinator shall ensure that Educators are fully informed of the Policies and Procedures of the Service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas to the Co-ordinator for the ongoing improvement of the Service.

The Co-ordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law 2010 and Regulations 2011* at the Service (refer to www.acecqa.gov.au to obtain a copy) for reference by Educators and so that Educators are made and kept aware of its relevance and application to them.

The Co-ordinator shall convene regular meetings with Educators to keep them informed of all matters of concern relating to the Service which it is relevant or necessary for them to know in order to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs or cigarettes, or be affected by them during the hour's children are in their care.

Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.

Educators have a responsibility to:

- adhere to the Policies and Procedures of the Service as well as any direction given by the Co-ordinator in relation to their job role;
- actively supervise children in all areas of the Service by being within sight and/or hearing distance;
- respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child;
- foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- treat all children equitably and respond positively to all children who require their attention;
- communicate with children respectfully, taking the time to listen and value what they say;
- work collaboratively to challenge, support, reflect and learn from other Educators in order to further develop own skills and practices;
- consistently implement and reflect on individual practices as documented in the My Time, Our Place: Framework for School Age Care in Australia:
 - Holistic Approaches;
 - Collaboration with Children;
 - Learning Through Play;
 - Intentionality;
 - Environments;
 - Cultural Competence;
 - Continuity and Transitions;
 - Evaluation for Well-being and Learning.
 - Educators have a right to:
 - Be respected;
 - Be treated courteously by children, parents and other educators;
 - Work in a safe, clean and supportive environment;
 - Be valued and supported as a professional;
 - Be offered professional development opportunities;
 - Have ideas and opinions valued.

Date of Development/review	Date Ratified	Date to be Reviewed
17/8/2021	13/9/21	30/7/24

8.2 Educational Leader

The Service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Commission for Children and Young People and Child Guardian Act 2000;
- Duty of Care;
- NQS Area: 1; 2.2; 3.1; 3.2; 3.3; 4.2; 5.2; 6.1; 6.2; 6.3; 7.1; 7.2; 7.3;;
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation.

Procedures

The Approved Provider designate, in writing a suitably qualified and/or experienced educator as the Educational Leader for the Service, and to note this designation on the staff record.

The Educational Leader will be responsible to:

- lead the development of the Service program, using My Time, Our Place: Framework for School Age Care in Australia" to inform and guide children's learning and development, and ensuring that clear goals and expectations have been established;
- ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- mentor Educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
- ensure that families have opportunities and support to be involved in the program and Service activities as well as contributing to the review of Service policies and decisions.

Date of Development/review	Date Ratified	Date to be Reviewed
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8.3 Recruitment and Employment of Educators

The Service strives to follow transparent processes to employ Educators who are qualified and appropriate for the position. The Service also strives to be an equal opportunity employer. To ensure the best possible outcomes through the recruitment and selection process, it is essential to implement procedures and follow practices to ensure suitable candidates for positions are employed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Anti-Discrimination Act 1991 (Qld);
- Relevant Industrial Award/Agreement;
- Fair Work Act 2009 and National Employment Standards (for Services not operated by P&C Associations);
- Duty of Care;
- NQS Area: 4.1; 4.2; 7.1; 7.3;
- Policies: 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.10 – Employee Orientation and Induction.

Procedures

Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.

Reconciliation

In accordance with the Service's commitment to reconciliation and promoting a culturally competent workplace, suitably qualified and experienced Aboriginal and Torres Strait Islander people will be encouraged to apply for available positions. A statement encouraging Aboriginal and Torres Strait Islander applicants will be included in advertising for vacancies.

Service Responsibilities

Application of this policy is designed to facilitate the creation of a workplace culture that maximises performance through employment decisions. Employment decisions are based on real business needs without regard to non-relevant criteria or distinctions and will ensure that all decisions relating to employment issues are based on merit.

Every potential applicant/employee will be given a fair and equitable chance to compete for appointment, promotion or transfer and to pursue their career as effectively as anyone else at the Service. Consistent with this, the Service will not condone and will regard as unfair, any form of unlawful discrimination or vilification including (but not limited to) that which relates to:

- marital/domestic status, family responsibilities;
- disability or physical features;
- race, colour;
- religious belief or activity;
- gender and/or sexual persuasion; and/or;
- medical record.

Vacant permanent part-time positions may be offered internally if the Approved Provider, in conjunction with the Co-ordinator/Nominated Supervisor feels there is a suitable candidate. All decisions relating to promotion and career development will be made without regard to any matters other than the individual's inherent capacity and ability to carry out the position including their performance history.

If there are no suitable candidates for internal appointment, the position will be advertised through appropriate agencies or sources including:

- local and district newspapers;
- appropriate websites including student employment via Tertiary institutions; and/or
- school newsletters.

Suitable advertisements should include a description of the position, hours/days required, personal/professional attributes, selection criteria, appropriate qualifications, closing date for applications and Service address. Written applications should include a cover letter, resume and response to the selection criteria.

A letter /email confirming receipt of applications received on or before the due date shall be sent to all applicants.

Applications shall be reviewed by the Co-ordinator and Management, and suitable candidates short-listed and called to arrange an interview. A letter/email shall be sent to unsuitable applicants to inform them that their application has been unsuccessful.

The interview process will include the appointment of a panel of up to three key personnel made up of either:

- Management representatives; and/or
- Service Representatives; and/or
- Appropriate school employees.

Selection criteria and interview questions based on requirements for the position will be developed and reviewed prior to the interview date by the selection panel.

The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position. All decisions relating to the appointment will be based on the individual's relevant qualifications (if required) and their deemed capacity and ability to carry out the duties of the position. Should the panel be unable to agree on a suitable candidate, further interviews will be considered.

Unsuccessful interviewees will be notified as soon as possible by a nominated person from the interview panel followed with written/email correspondence.

Educators will only be employed (including as volunteers) if, after reasonable enquiries, including reference checks conducted by a member of the panel, they are considered appropriate for the job, as articulated by the Role and Expectations of Educators Policy (see Policy 8.1).

The suitable candidate/s shall be contacted by a member of the selection panel to come in for a trial session and if suitable, to make offer of the available position, to negotiate starting date and to inform of the orientation and induction process.

Upon a verbal offer being made, as part of the induction process a written letter of offer will be sent to the successful applicant informing them of the offer including the terms and conditions of employment. These conditions will be in accordance with the relevant award and will articulate the employee's obligations to maintain currency in first aid as well as their Blue Card (working with children check).

Certified copies of staff qualifications, suitability notices and first aid qualifications will be requested and kept confidentially by the Service in individual employee files.

For candidates in receipt of a Blue card (working with children check), the Service will complete and lodge an application form – Authorisation to confirm a valid card.

For candidates not in receipt of a Blue Card (working with children suitability notice), an Application will be completed and lodged with Blue Card Services by the Service prior to the candidate starting work.

If the candidate is a volunteer, a working with children Blue Card must be sighted prior to working at the Service.

Casual Educators may be employed and/or dismissed at the Approved Provider's discretion. The 'reasonable enquiries' required for employing casual Educators will include (but not be limited to):

- requesting an appropriate resume from the candidate, including three professional/character referees;
- an interview of the candidate conducted by the Co-ordinator;
- contacting at least two referees to check the person's character;
- sighting a certified copy of a current working with children suitability notice (Blue Card); and
- obtaining a copy of the appropriate qualifications of the person for the relevant job.

After being selected for a job, whether as a paid employee or a volunteer, the person will be given a written job description and terms of employment (for paid employees), Educator handbook and access to a full copy of the Service Policies and Procedures.

The successful candidate will be required to sign an employment agreement stating that:

- they have received and agree to accept the job on the basis of the materials given to them; and
- agree to observe strictly the Policies and Procedures of the Service, as amended from time to time.

All new Educators (including volunteers) will be given an induction session, of at least 2 hours duration, by the Co-ordinator or other suitable Educator nominated by the Co-ordinator, to ensure they are aware of and including the location of the following:

- their terms of employment or engagement (including role description);
- relevant pay award;
- all Service Policies and Procedures (including child protection, confidentiality and grievance procedures);
- information about the philosophy and goals of the Service;
- the Educator Handbook;
- National Quality Standards for Education and Care Services;
- My Time, Our Place: Framework for School Age Care in Australia;
- the physical facilities of the Service;
- the other Educators in the Service and their roles;
- the Duty of Care owed by Educators at the Service to children and others; and of a School Age Care Service to children and others; and
- any other matters which are necessary to enable the Educator to properly do their job within the Service, or which they reasonably wish to know.

The Co-ordinator shall, in conjunction with Management and Educators, review the relevant job descriptions and any other requirements relating to the job, against performance indicators which have been previously agreed upon, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Approved Provider shall review the job description of the Nominated Supervisor and/or Co-ordinator and any other requirements relating to the job against agreed performance indicators, at least once each year and shall ensure that any resulting changes to the job description, performance indicators or terms of employment are recorded, and accepted by both parties.

The Nominated Supervisor/Co-ordinator and the Approved Provider shall ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with staffing issues within appropriate legal and industrial standards.

Employment of family members/personal friends

The Service may at times employ family members or personal friends of employees or Management members. In these instances, the following will apply in addition to the above employment procedures:

- the relationship will be disclosed on the job application;
- the interview and subsequent appraisal processes will not involve the relevant employee or management member;
- all reference checks will be made by an independent person;
- disciplinary procedures will be applied consistently, with independent people overseeing and conducting the process; and
- timesheets will not be authorised by family members or associated persons. Where the Coordinator has a member of the family working in the Service, timesheets will be authorised by a nominated representative of Management.

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8.4 Educator Professional Development and Learning

The Service endeavours to provide adequate and relevant ongoing training and development for Educators to enable them to do their job confidently and to properly comply with these Policies and Procedures and other requirements of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- My Time, Our Plac: Framework for School Age Care in Australia;
- Duty of Care;
- NQS Area: 2.3; 4.1; 4.2; 7.1; 7.2; 7.3;

- Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 8.8 – Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress, 10.1 – Quality Compliance.

Procedures

The Co-ordinator will facilitate opportunities for Educators to access information for professional development and learning on a regular basis about issues relevant to:

- the operation of the Service and its Policies and Procedures;
- legal or other regulatory requirements; and
- other issues of interest or benefit to educators to help them better do their job in the overall interests of the Service and the children.

Professional development includes opportunities to learn or further enhance skills whereas professional learning includes access to information that is required. This information may be accessible through:

- meetings;
- training/information sessions;
- workshops.

The Co-ordinator will, wherever possible within the resources of the Service, bring in specialist or expert presenters to provide training to Educators on issues requiring expert knowledge.

The Co-ordinator will ask Educators on a regular basis to contribute suggestions for training topics.

The Co-ordinator will be responsible to ensure that a written record of all professional development of Educators is kept.

Educators may be paid for attendance at compulsory training sessions and Service team meetings, in accordance with relevant awards.

The Service shall allocate funds within the budget for training and professional development for Educators.

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8.5 Volunteers and Students

Policy Statement

Volunteers can play a positive role in enhancing the range of activities and supports available, while also embodying our collaborative approach towards education and care. For the purposes of this policy, the meaning of volunteers also includes students in an unpaid role (i.e. practicum placement)

This policy aims to establish clear guidelines around the engagement, responsibilities, and management of volunteers, ensuring that their involvement is aligned with our service's objectives, regulatory compliance, and the highest standards of safety and wellbeing.

All volunteers will be subjected to necessary screening and inductions to ensure the safety and wellbeing of the children. We recognise volunteers have the right to a safe and supportive environment, therefore, clear communication regarding their roles, and respect for their individual skills and contributions will be established.

All volunteers will undergo a sound induction to ensure they understand their responsibilities to adhere to our service's policies and procedures, maintain confidentiality, and engage in interactions that uphold the safety, respect, and inclusivity of our service environment.

Consistent supervision and support will be provided to volunteers to ensure they have clear direction and feel valued within our service. All volunteers will work under the guidance and direction of a designated staff member, ensuring alignment with our programs, practices and service philosophy.

Legal and Regulatory foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.169 Offence relating to staffing arrangements
 - s.170 Offence relating to unauthorised persons on education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.145 Staff record
 - R.149 Volunteers and students
 - R.151 Record of educators working directly with children
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Work Health Safety Act 2011 (Qld)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 3.1 Work Health and Safety](#)

[Example 4.1 Code of Conduct](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 7.1 Governance and Management](#)

[Example 7.5 Determining the Responsible Person](#)

Key Tasks and Responsibilities

Assessing suitability	The Nominated Supervisor is responsible for ensuring any volunteer engaged at the service meets the relevant requirements for suitability, including holding a working with children check and demonstrating an ability to suitably educate and care for children.
Induction and	The Nominated Supervisor is responsible for ensuring induction procedures are followed and the volunteer is suitably trained prior to education and care responsibilities. The

supervision	Nominated Supervisor or Responsible Person will ensure the volunteer has a suitable educator to guide practices and provide direct supervision.
Record Keeping	The Nominated Supervisor will manage the administration tasks, including the relevant record keeping.

Procedures

Working With Children Check

Volunteers must hold a Working with Children Check before they begin at the service in any capacity. An application to 'Link a cardholder to the organisation' will be lodged to Blue Card services upon commencement. Copies of the volunteers Working with Children Check (Blue Card) will be kept on file.

Suitability and Induction

The Nominated Supervisor will meet with any persons interested in volunteering before agreeing to their engagement. The Nominated Supervisor will be satisfied the volunteer is suitable (demonstrates expected knowledge, skill and abilities) to educate and care for children attending the service.

An induction process will be undertaken prior to participating in the service and interaction with children. The topics covered in the induction include (but are not limited to):

- The service's philosophy.
- The location of the service's policies, including an outline of key procedures.
- Procedures to follow when child in need of protection (although not a mandatory reporter).
- Complaints procedures.
- Plans for emergencies, evacuation, incidents, illness and first aid.
- Expected role for behaviour support and guidance.
- Code of Conduct.
- the roles of key people in the Service;
- grievance procedures.

Conduct and Engagement

1. All Volunteers will be asked to acknowledge their understanding and commitment to the Code of Conduct. Volunteers will be held to the same standard of behaviour as all employees.
2. Volunteers will be supported and guided by other Educators while participating in the service, especially during the initial orientation shifts. Where possible the service will pair the volunteer with an Educator to mentor and model the role and expectations.
3. If assessed as being both suitable and competent, volunteer workers may be counted towards the educator-to-child ratios for the service, provided the service meets the qualification requirements.
4. Volunteers under the age of 18 must be fully supervised at all times.

Record of Volunteer Details

The Nominated Supervisor is to record the personal details of all volunteers including –

- Full name,
- Address,
- Date of birth,
- Blue card details (number and expiry), and

- Record of attendance (recording the details of the date and time each day the volunteer or student participated).

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19/3/24	20/5/24	30/7/27

8.6 Employee and Volunteer Grievance

The Service aims to maintain a harmonious work environment through resolving employee grievances effectively and to the satisfaction of all concerned. The Service is committed to addressing grievances in a prompt and effective manner, ensuring the rights of employees are respected. Both employer and employee will abide by their obligations under any relevant industrial award or agreement. The aim of this policy is to ensure that grievances are resolved through discussion between both parties however, the employer acknowledges that, from time to time, individual employees may have grievances which need to be resolved externally in the interest of good relationships/transparency.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 4.2; 7.1; 7.2; 7.3;
- Policies: 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers Policy, 8.7 – Workplace Harassment and Bullying, 8.9 – Educator Code of Conduct, 8.10 – Employee Orientation and Induction.

Procedures

The Co-ordinator shall be the first contact for all complaints however, the employee will have direct access to the Approved Provider, and the Co-ordinator will permit and, if appropriate, encourage the employee to do so, if:

- the complaint is about the conduct of the Coordinator/Nominated Supervisor;
- the employee is not comfortable to take the complaint to the Co-ordinator;
- the employee is not satisfied with the Co-ordinator's handling of the complaint;
- the complaint is about a matter of Management and Administration Policy.

For this purpose, employees will be kept informed of the current contact details of the chair of the Approved Provider.

The Co-ordinator will seek to resolve all genuine and reasonable verbal grievances in the most appropriate way possible in consultation with the complainant. Discussions with the complainant are not to be conducted in the presence of children, other employees or parents, and heated discussions are to be avoided as far as possible. The Co-ordinator may make and keep a confidential written record of such discussions.

If the verbal grievance remains unresolved, at the complainant's discretion, a written grievance may be submitted to Management for further action. This will instigate the following formal procedure:

Complainant to meet with Management to discuss complaint;

Management to give opportunity, in writing, for other named parties to meet with Management to discuss details of grievances tabled;

Management may seek the Services of a professional association for advice, support and/or assistance.

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17/8/21	13/9/21	30/7/24

8.7 Workplace Bullying and Harassment

All employees have the basic right to work in a place where they are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace harassment and bullying can be detrimental to the ongoing health, well being and sense of safety for employees. The following guidelines shall be implemented by the Service to ensure workplace bullying and harassment is not tolerated and that appropriate procedures for managing reports of bullying and harassment are in place.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Family and Child Commission Act 2014;
- Work Health and Safety Act 2011;
- Prevention of Workplace Harassment Advisory Standard 2004;
- Anti-Discrimination Act 1991 (QLD);
- NQS Area: 4.2; 7.1; 7.3;
- Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers Policy, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction.

Procedures

Definition

Workplace harassment/bullying is verbal, physical, social or psychological abuse by your employer (or manager), another person or group of people at work. Workplace harassment and bullying occurs when a person is subjected to repeated behavior, other than behavior amounting to sexual harassment, that:

- is unwelcome and unsolicited; and
- the person considers to be offensive, humiliating, intimidating or threatening; and
- a reasonable person would consider to be offensive, humiliating, intimidating or threatening.

For the purpose of this policy, workplace bullying and/or harassment means behaviour that is repeated or occurs as part of a pattern of behavior and may include:

- abusing a person loudly, usually when others are present;
- repeated threats of dismissal or other severe punishment for no reason;
- constant ridicule and being put down;

- leaving offensive messages on email or the telephone;
- sabotaging a person's work, for example, by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages and getting a person into trouble in other ways;
- a manager setting unreasonable timelines or constantly changing deadlines for an employee to meet, or setting tasks that unreasonably below or beyond a person's skill level;
- maliciously excluding and isolating a person from workplace activities;
- persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters;
- humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, Management or other workers;
- spreading gossip or false, malicious rumours about a person with an intent to cause the person harm.

It shall be acknowledged that the impacts of bullying and harassment can be traumatic and may result in employees suffering stress, feelings of isolation at work, anxiety, loss of self-esteem, loss of financial security, loss or deterioration of personal relationships, physical symptoms of stress such as headaches, backaches, stomach cramps, and depression.

Some types of workplace bullying are criminal offences therefore any instances of violence, physical assault and/or stalking will be reported to the Queensland Police Service immediately.

Scope

Workplace bullying and harassment shall not be tolerated or accepted by any employee or Management of the Service. Therefore, this Policy and Procedure is not limited to the workplace or working hours and will include all work-related events including but not limited to:

- team meetings;
- family events organised by the Service;
- celebratory functions;
- other events organised by the Service in public or private locations.

This policy also relates to, but is not limited by the following types of communication:

- verbal communication, either over the telephone or in person in the workplace, and outside of it;
- written communication including letters, notes, minutes of meetings etc.;
- internal and external communication including emails, faxes and/or text messages.

Standards of behaviour

In line with the Service's commitment to creating a workplace that is free from workplace health and safety risks and one which strives to create positive working relationships, all those covered by this policy and procedure are expected to observe the following minimum standards of behavior, including:

- being polite and courteous to others;
- being respectful of the differences between people and their circumstances;
- ensuring they do not engage in any bullying behaviour towards others in, or connected with the workplace. This includes hurtful remarks or attacks and making fun of a person or their work (including references to family, sex, sexuality, gender identity, race or culture, education and economic background);
- ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour of any type;
- adhering to the Service's grievance procedures, as listed further in this policy, if they experience any bullying behaviours personally;
- reporting any bullying behaviours they see happening to others in the workplace, or connected with the workplace in line with the grievance procedure in this policy;

- keeping information confidential if involved in any investigation of bullying.

Responsibilities

It is the responsibility of all employees to not participate in discriminatory or harassing behaviour within the workplace. The Approved Provider/Coordinator is accountable for ensuring professional standards of conduct are observed at all times and to take immediate preventative action in any situation that has the potential to be construed as harassment. This means acting as a role model for staff to demonstrate appropriate behaviour. Incidents of harassment are to be treated seriously and immediate action must be taken to deal with complaints.

If you believe you are being harassed in any way, **do not ignore it**. Take action in the following manner:

- tell the other person in a direct and firm manner that their behaviour is offensive and unacceptable. However, telling the person may not be enough to stop the unwelcome behaviour so be prepared to take further action.
- keep diary notes of all incidents with details of the harassment, dates and times, name(s) of offending party (i.e.), and any response you made.
- discuss the situation with the Coordinator or member of Management;
- adhere with Consultation and Dispute Resolution Clause in the Award.

Grievance procedure

Grievance procedures shall be made available to employees and clearly articulated in the Educator Handbook.

All reports of harassment and/or bullying behaviour shall be managed in accordance with the Service's grievance procedures which include:

- reporting the grievance to the Coordinator, through the appropriate channels; Reporting the grievance to Management through appropriate channels;
- arranging for a meeting with the complainant to discuss the nature of the alleged complaint and or grievance;
- documenting all conversations regarding the grievance and all alleged instances of harassment or bullying, when they occurred, who was involved, what actually happened and any witnesses or other relevant information.

The Approved Provider may seek expert advice from their employer association in managing any alleged instances of harassment or bullying in the workplace with appropriate dispute resolution services accessed as required and upon professional advice.

Confidentiality

Whilst all endeavours will be made to preserve the confidentiality of the complainant and the person accused, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigative process.

Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality. Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

All meetings will be documented with minutes recorded and treated in a confidential manner. Information including letters of complaint and meeting minutes will be stored confidentially.

Outcomes

The outcomes of formal or informal complaint procedures will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Employee Counseling and Disciplinary Procedures Policy (Policy 8.19). Disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

In addition to procedures articulated in the Employee Counseling and Disciplinary Procedures Policy, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- providing training to employees concerned regarding bullying;
- requiring employees who have breached this policy to apologise to appropriate person(s);
- adjusting working arrangements where appropriate;
- providing counseling to employees (complainant and the person complained of);
- placing employees on performance improvement plans to ensure improved behaviour; and/or
- providing coaching and mentoring.

References:

CMS - Community Management Solutions – Workplace Bullying Toolkit

References

Australian Human Rights Commission. (2011). *Workplace bullying: Violence, Harassment and Bullying Fact Sheet*. Retrieved from Australian Human Rights Commission: <http://www.humanrights.gov.au/workplace-bullying-violence-harassment-and-bullying-fact-sheet>

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit guide. Workplace Bullying and Harassment Policy*. Queensland, Australia.

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8.8 Employee Performance Monitoring, Review and Management

The Service acknowledges that to ensure the provision of high-quality child care, an active approach is needed in relation to monitoring and managing the ongoing performance of employees to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- NQS Area: 4.2; 7.1; 7.2; 7.3;
- Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 10.1 – Quality Compliance.

Procedures

Employee performance shall be managed by the Nominated Supervisor/Coordinator, and for the Nominated Supervisor/Coordinator, performance will be managed by the Approved Provider/executive office bearers.

Employee performance shall be managed in accordance with indicators which have been developed in relation to their position description.

Employee performance shall be monitored through implementing an annual review process. Such a process shall involve:

- employee completing a performance review self-assessment prior to interview with Co-ordinator and/or management;
- a performance review assessment conducted by the Co-ordinator;
- a formal interview where aspects of performance assessments are discussed and will include the identification of strengths, aspirations and areas for improvement; and
- Individual development plans are developed and documented to support performance improvement for each employee;
- part of the performance review shall include a commitment to ongoing professional development where opportunities for enhancing knowledge and skill based on the needs and goals of the Service and its stakeholders are discussed.
- professional development shall be monitored throughout the forthcoming year following the implementation of the plan.

Ongoing feedback about performance will be provided and professional development opportunities monitored and reviewed throughout the forthcoming year. Individual performance progress will be noted on individual performance and/or training plans.

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8.9 Code of Conduct

Policy Statement

The Approved Provider expects that all people connected to the service, in particular employees and other individuals interacting with children to conduct themselves in a manner that is consistent with a high standard of professionalism and ethical practice. Our Code of Conduct serves as a roadmap for professional and ethical behaviour. It is more than just a set of rules; it's a statement of our collective values, the principles that guide our interactions, and the standards against which we measure all conduct. By adhering to this code, personnel are not merely complying with a set of rules, but actively contributing to a culture of respect, integrity, and high-quality care and education.

The dynamic nature of OSHC means it is crucial to establish foundational instructions to foster a nurturing, inclusive, and safe environment for all involved. A Code of Conduct serves as this essential framework, outlining the behaviour standards and ethical considerations that underpin a positive and productive community. All stakeholders benefit from clear guidelines that delineate what is expected, what is encouraged, and what is unacceptable.

Commitment to a Culture of Safety

The protection of children and the contribution to their wellbeing is a fundamental principle of the service. The nature of being a stakeholder to an education and care service means the fostering of positive relationships between adults, children and their families. It is critically important that in forming and maintaining these relationships and interactions we do not compromise children and young people's welfare. Therefore, the service has developed a clear outline of expected behaviour to support positive interactions and relationship, which forms a significant aspect of the Code of Conduct and address the requirements of our Child and Youth Risk Management Strategy.

A Shared Responsibility

Creating a respectful, supportive, and safe environment is a responsibility that we all share. It requires active participation and collaboration from every individual. While high standards of behaviour are expected for all employees, those in manager/advisory roles have even higher expectations to lead a culture that reflects a positive and professional attitude of their work, act collegially, and support the needs and safety of the children and families accessing the service.

Compliance and Accountability

Adherence to this Code of Conduct is not optional; it is mandatory for all staff, volunteers, students on placement, and where relevant, parents. Failure to comply exposes families to risks, undermines the service's values, and impacts the quality of the education and care we provide. The service maintains systems to ensure compliance, including but not limited to reporting mechanisms, investigation processes, and disciplinary actions.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- [United Nations Convention on the Rights of the Child](#)
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 2.13 Safe Online Environments for Children](#)

[Example 3.1 Work Health and Safety](#)

[Example 4.2 Volunteers and Students](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

[Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#)

Key Tasks and Responsibilities

Establishing a clear framework for behaviour	The Approved Provider is responsible for the development and implementation of the Code of Conduct. These are to set out the standards and expectations of behaviour required for stakeholders, especially employees and volunteers of the service.
Following behaviour expectations	All persons connected to the service must display behaviours and make judgements compatible with the expectations set out in the Code of Conduct, especially employees and volunteers of the service.
Reporting concerns	Any educator can report concerns around a person's behaviour, primarily to the Nominated Supervisor, or the Approved Provider if required. The Approved Provider is responsible for ensuring relevant management action is carried out to investigate and respond to concerns or breaches.

Procedures

Application

1. Employees will be provided with both relevant copies of the service's Code of Conduct prior to commencing employment or when the policy is updated.
2. Employees shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.
3. Employees must demonstrate an understanding and commitment to the Code of Conduct as they will be expected to consistently uphold the agreement during their employment with the service.
4. The Nominated Supervisor will be primarily responsible for monitoring and immediately addressing the concern of educators and volunteers conduct.
5. Issues relating to educator conduct will be notified to the Approved Provider.
6. Staff with concerns about the Nominated Supervisor's conduct are to communicate directly with the

Approved Provider.

Breaches to a Code of Conduct will be taken seriously. Allegations of breaches of the Code of Conduct by employees will be managed through relevant management action, which may result in disciplinary action up to and including termination.. Action will be appropriate to the breach and may include:

- counselling;
- an official warning and note on the employee's file;
- a formal apology;
- demotion; or
- dismissal for serious misconduct.

Parents Interactions with Other Children and Young People

- The service expects all persons interacting with children connected to the service (including parents and family during their access) will display the high levels of respect and care.
- While aspects of the Code relate to employment, anyone with paid or unpaid responsibilities for the care of children, will be expected to act consistently with the aspects of interactions, relationships and trust.
- Any persons failing to meet the standard of conduct expected and described in this code will be counselled, and/or be suitably sanctioned or disciplined (as appropriate) up unto and including suspension or exclusion from the service.

OSHC Code of Conduct

1. General Obligations

The conduct of managers, employees and volunteers (personnel) should uphold the Approved Provider's commitment to safety and professionalism. In doing so, all relevant persons should:

- Comply with the organisation's policies and procedures and legislative requirements and obligations.
- Perform duties in a responsible and professional manner.
- Promote the organisation's reputation and the value to the broader community.

2. Interactions and Relationships with Children

Personnel are expected to act in a manner that upholds the safety, protection, and respect of children, including:

- Maintaining children's dignity and rights.
- Guiding and supporting children toward acceptable behaviour and choices.
- Not compromising professionalism and boundaries of children and their families, including pursuing interactions and relationships with families that might compromise the integrity of your position, including:
 - Giving of personal gifts,
 - Showing favouritism, or
 - Disclosure of personal or intimate information.
- Never expose children to
 - Inappropriate, harsh or sexualised language, or
 - Physical punishment.

3. Professional Relationships and Interpersonal Behaviour

Personnel are expected to foster sound working relationships, as such they will:

- Treat everyone with courtesy, respect and consideration throughout their interactions and communication with others.
- Be sensitive and responsive to the dignity and rights of others.
- Refraining from display of behaviour that impacts on the rights, health or safety of others, including not engaging in any form of:
 - Harassment
 - Discrimination (e.g. based gender, age, race, impairment, disability, religious beliefs, political beliefs, sexual orientation or identity)
 - Bullying
 - Victimisation
- Act in good faith and honestly within the level of responsibility and delegation placed within your position.

4. Teamwork

Personnel are expected to build cooperation and partnership, and should:

- Foster teamwork and collegiality among all internal stakeholders, expressing gratitude to the effort and contribution others bring.
- Consider the impact on your decision and behaviour on the wellbeing of others – refrain from acting in a manner that would reasonably distress, intimidate, undermine or threaten a colleague or stakeholder.
- Display a constructive attitude when navigating conflict and grievances with others.
- Refrain from acting in any way that would unfairly harm the reputation or position of colleagues.

5. Privacy and Confidentiality

Personnel are expected to maintain the organisation's commitment to privacy and confidentiality, particularly around the organisation's sensitive and personal information, and should:

- Not share or disclose information that is not consistent with a fair, just or reasonable purpose.
- Ensure that information collected by the organisation is only used for the purpose intended.
- Ensure the security of information is maintained.

6. Stewardship

Personnel are expected to protect the resources and finances of the organisation, and should:

- Use the organisation's resources properly and responsibly for legitimate purposes only.
- Strive to obtain value for the organisation's purchases and spending.
- Avoid waste and secure organisation's belongings against theft or fraud.

7. Professional Judgement

Personnel are expected to be professional and should:

- Perform duties diligently, conscientiously and with integrity to the best of your ability.
- Maintain knowledge of professional and ethical standards relevant to your area of expertise — engaging learning and development opportunities to enhance your capacity to perform, as required.
- Be punctual, dressed appropriately, respect the responsibilities of your role.

8. Conflicts of Interest

Personnel are expected to act ethically for the best interest of the organisation and should:

- Not take improper advantage of any official information gained in the course of our employment.
- Ensure that financial or non-financial interest does not conflict, or appear to conflict, with or compromise the obligations and requirements of your duties and performance.
- Avoid actual or perceived conflicts of interest through transparency in decision-making and declaring potential conflicts of interest for impartial management.

9. Safety and Health

Personnel are expected to uphold a safe and healthy environment and should:

- Uphold a duty of care, especially where services care for the needs of children.
- Take responsibility for the health and safety of yourself and others when carrying our duties.
- Present to your role with adequate fitness, alertness and hygiene to perform the duties.

10. Fairness and Resolution

Personnel are expected to deliver a fair and reasonable response to concerns of others and should:

- Facilitate a fair process for responding to compliance, grievances and disputes.
- Uphold ethical decision-making to promote fairness, justice and collaborative partnerships for stakeholders.

Date of Development/review	Date Ratified	Date to be Reviewed
17/8/21	13/9/21	30/7/24
19/3/24	20/5/24	30/7/27

Professional Conduct & Protective Practices

for OSHC staff in their
interactions with children
and young people



This resource has been adapted from 'Protective practices for staff in their interactions with children and young people' developed by the Government of South Australia by the Queensland Children's Activities Network (QCAN) to align with the Queensland OSHC context.

This resource is supported by the QCAN Code of Ethics which can be found at the back of this resource.

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Relevant convention, law and policy

<i>United National Convention on the Rights of the Child</i>	<i>The convention enshrines the entitlement of all children, regardless of race, colour, sex, religion or nationality, to be protected from sexual abuse, to receive special help if they are abused, to have their opinions heard about matters that affect them, to receive and share information, and to be treated with dignity if disciplined</i>
<i>Child Protection Law</i>	<i>The Queensland Child Protection Act (1999) defines child abuse and mandates educators, Nominated Supervisors and Approved Providers in education and care services to report child abuse and neglect</i>
<i>National Quality Framework</i>	<i>Education and Care Services National Law Act (2010) and Regulation (2011) requires reporting of harm occurring during the provision of an education and care service to the regulatory authority</i>
<i>National Quality Standard</i>	<i>Services are assessed and rated against the National Quality Standard which includes Quality Area 2 - Children's Health and Safety</i>
<i>Queensland's Blue Card System</i>	<p><i>The blue card system:</i></p> <ul style="list-style-type: none"> ▪ <i>is a key prevention and monitoring system of people working with children and young people in Queensland</i> ▪ <i>aims to minimise the risks of harm to children and young people by contributing to the creation of safe and supportive environments, and</i> ▪ <i>is founded on the principle that all children have a fundamental right to be protected from harm.</i> <p><i>The system requires OSHC services to have Child and Youth Risk Management Strategy which includes 8 organisational requirements to be met</i></p>

Legal issues and professional boundaries for adults working or volunteering with children and young people in OSHC

Duty of care

In the education and care context, Duty of Care is a common law concept that refers to the responsibility of staff to provide children and young people with an adequate level of protection against harm. It is usually expressed as a duty to take reasonable care to protect children and young people from all reasonably foreseeable risk of injury. The question of what constitutes reasonable care in any given case will be determined objectively by a court and will depend on the individual circumstances of each case. The courts have found that the standard of care owed by education and care providers to children and young people is very high. In their relationships with children and young people, staff are required to ensure that the physical and emotional welfare of children and young people is safeguarded, and that their own behaviour is guided by this duty of care both within and beyond the education and care setting.

Professional Boundaries

Education and care professions rely on the fostering of positive relationships between adults and children and young people. Learning and care settings are places where all staff can have significant influence in the lives of children and young people because the relationship involves regular contact over relatively long periods of time. These features of education and care professions make it extremely important that staff understand how to foster positive relationships in ways that do not compromise children and young people's welfare. The professional boundaries outlined in these guidelines apply beyond specific education or care sites and beyond specific cohorts of children and young people. For example, where staff are participating or have participated in interschool sport events or combined school trips or camps, they are expected to respect professional boundaries with all the children and young people involved in those activities. The following examples will assist staff in establishing and maintaining expected boundaries. This list is not exhaustive.

<i>Professional conduct</i>	<i>Boundary concerns</i>
<i>Communication</i>	<ul style="list-style-type: none"> • <i>Inappropriate comments about a child/young person's appearance, including excessive flattering comments</i> • <i>Inappropriate conversation or enquiries of a sexual nature (e.g. questions about a child or young person's sexuality or his/her sexual relationship with others)</i> • <i>Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation</i> • <i>Use of inappropriate pet names</i> • <i>Vilification or humiliation</i> • <i>Jokes or innuendo of a sexual nature</i> • <i>Obscene gestures and language</i> • <i>Facilitating/permitting access to pornographic material</i> • <i>Facilitating/permitting access to sexually explicit material that is not part of an endorsed curriculum</i> • <i>Failing to intervene in sexual harassment of children and young people</i> • <i>Correspondence of a personal nature via any medium (e.g. phone, text message, letters, email, internet postings) that is unrelated to the staff member's role. This does not include class cards/bereavement cards etc</i>
<i>Personal disclosure</i>	<ul style="list-style-type: none"> • <i>Discussing personal lifestyle details of self, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent</i>

Physical contact	<ul style="list-style-type: none"> • Unwarranted or unwanted touching of a child or young person personally or with objects (e.g. pencil or ruler) • Corporal punishment (physical discipline, smacking etc) • Initiating, permitting or requesting inappropriate or unnecessary physical contact with a child or young person (e.g. massage, kisses, tickling games) or facilitating situations which unnecessarily result in close physical contact with a child or young person • Inappropriate use of physical restraint (see p...)
Place	<ul style="list-style-type: none"> • Inviting/allowing/encouraging children and young people to attend the staff member's home • Allowing children and young people access to a staff member's personal internet locations (e.g. social networking sites) • Attending children and young people's homes or their social gatherings • Being alone with a child or young person outside of a staff member's responsibilities • Entering change rooms or toilets occupied by children or young people when supervision is not required or appropriate • Transporting a child or young person unaccompanied • Using toilet facilities allocated to children and young people • Undressing using facilities set aside for children and young people, or in their presence (*without the Nominated Supervisor's authority)
Targeting individual children and young people	<ul style="list-style-type: none"> • Tutoring (outside sector standard or employer's knowledge) • Giving personal gifts or special favours • Singling the same children and young people out for special duties or responsibilities • Offering overnight/weekend/holiday care of children and young people as respite to parents (unless employed by a respite organisation and with the Nominated Supervisor's knowledge)
Role	<ul style="list-style-type: none"> • Adopting an ongoing welfare role that is beyond the scope of their position or that is the responsibility of another staff member (e.g. a counsellor) or an external professional, and that occurs without the permission of senior staff • Photographing, audio recording or filming children or young people via any medium when not authorised by the Nominated Supervisor to do so and without required parental consent • Using personal rather than service equipment for approved activities, unless authorised by the Nominated Supervisor to do so
Possessions	<ul style="list-style-type: none"> • Correspondence or communication (via any medium) to or from children and young people where a concern about professional boundaries is indicated and where the correspondence has not been provided to the Nominated Supervisor by the staff member • Still/moving images or audio recordings of children and young people on personal equipment or kept in personal locations such as care or home that have not been authorised by the Nominated Supervisor • Uploading or publishing still/moving images or audio recording of children and young people to any location, without parental and the Nominated Supervisor's consent

Concerns about professional boundary breaches by a staff member represent a breach of trust, a failure to meet a duty of care to children and young people and a failure to follow conduct requirements of the employer. When staff overstep boundaries they risk:

- Harmful consequences for the child or young person
- Seriously undermining the learning process
- Seriously undermining their professional reputation and the confidence of the OSHC community in their suitability to work with children and young people
- Formal directions or other disciplinary action from their employer or regulating authority

Any concern a staff member has about whether a situation may compromise or breach of professional relationship should be discussed with the Nominated Supervisor and an approved plan of action developed and followed.

Guidance for staff in managing professional boundaries

Working in rural/local communities

Staff working in country or local communities face additional challenges in managing professional boundaries. They are more likely to have social relationships with the parents of the children and young people with whom they work and are, therefore, more likely to share social and sporting events or membership at various community clubs or associations. This means they will have legitimate reasons, on occasions, to attend social events with the children and young people with whom they work, to visit their homes or to be visited by them in the company of their parents. These social engagements are an important part of community life and a positive contribution to the wellbeing of staff working in country and local communities. Following the advice below will assist staff to enjoy these social engagements without compromising their professional responsibilities. The guiding principles in managing these situations are that:

- *social contact should be generated via the relationship the staff member has with the parents of children and young people or by an event (such as a sporting event)*
- *staff should avoid being alone with children and young people in these situations*
- *staff should conduct themselves in a way that will not give others reason to question their suitability to work with children and young people and that will not create discomfort for children and young people in their learning relationship with them. Consuming alcohol in these situations may lessen a staff member's capacity to judge when a professional boundary is at risk*
- *staff should politely refuse to discuss matters relating to the workplace and should not discuss children and young people's learning or social progress other than at times specifically set aside for that purpose*
- *any concern a staff member has about whether or not a situation may be compromising or breaching a professional relationship should be discussed with the site leader and an approved plan of action followed. For example, a staff member may want advice about transporting a friend's child to and from the site or how to manage his/her own child's enrolment at the site.*

Using social networking sites

Staff in education and care settings are expected to model responsible and respectful conduct to the children and young people with whom they work. Staff need to consider the electronic social environments they utilise as part of this community and employer expectation. The internet does not provide the privacy or control assumed by many users. Staff must appreciate that no matter what protections they place around access to their personal sites their digital postings are still at risk of reaching an unintended audience and being used in ways that could complicate or threaten their employment. Staff should be aware of the following expectations in considering their use of social networking sites:

- *they have considered the information and images of them available on their sites and are confident that these represent them in a light acceptable to their role in working with children and young people*

- they do not have children or young people in their education community as 'friends' on their personal/private sites
- comments on their site about their workplace, work colleagues or children or young people, if published, would not cause hurt or embarrassment to others, risk claims of libel, or harm the reputation of the workplace, their colleagues or children and young people.

Working one-to-one with children and young people

The following summary of expectations applies to all situations where educators are providing one-to-one learning assistance or feedback, behaviour assistance/monitoring or counsel.

Make it public	<ul style="list-style-type: none"> • The more visible, public and busy the location the better • Use the site's authorised IT systems • Do not use personal email or websites to communicate with children and young people
Make it authorised	<ul style="list-style-type: none"> • Parents should be informed/give consent • Activity must be authorised by the Nominated Supervisor
Make it timely	<ul style="list-style-type: none"> • As far as possible, provide support during normal work hours, and do not conduct excessively long sessions

Managing privacy expectations

Counsellors, pastoral care coordinators, health providers and various professional service providers rely in different ways on being able to provide a degree of privacy for children and young people. This may be to protect the child or young person's dignity, to provide an environment conducive to the service/assessment being provided or to respect the child or young person's desire for confidentiality. Children and young people will often assume a high level of confidentiality when disclosing serious issues of a personal nature or reporting harassment or bullying. For these reasons, schools need to find a careful balance between, on the one hand, respecting the sensitive and private nature of counselling or service provision and, on the other hand, the professional's duty of care obligations for the safety and wellbeing of the child or young person. Good practice in managing these circumstances is the following:

- health/physical care should be provided with respect for the child or young person's dignity and in a manner approved by the child or young person and his/her parents
- counselling should be provided in unlocked rooms with part-glass doors (where possible) that are located near staff traffic areas
- avoid out of hours contact
- while parental consent is often not applicable in many counselling/conversational situations*, best practice for services is to provide all parents with written information about the services counselling and pastoral care services which outlines confidentiality and privacy issues
- ensure meetings with children and counselling/conversational notes are documented appropriately.

**Counselling/conversational times when children may seek the advice, support or guidance from an educator including conversations when personal information is disclosed*

Conducting home visits

Staff must ensure they follow home visiting protocols that apply to OSHC. The key principle is that a home visit should place no one at unreasonable risk and that identified minor risks are consciously managed.

Behaviour of staff towards children and young people

Suspected child abuse

Staff in education and care settings are mandated notifiers and are, therefore, required under the Children's Protection Act 1999 to report suspected child abuse to Child Safety on 13FAMILY or 13 32 64. A report of suspected abuse must be made to Child Safety irrespective of who is implicated: a colleague, friend, senior staff member, volunteer, parent, visitor or other child or young person. The report must be made in consultation with the Nominated Supervisor who signs the site's mandatory notification record and stores it securely. Working with the Nominated Supervisor ensures that appropriate procedures can be followed within the service. Such procedures are designed to ensure that children and young people's wellbeing is safeguarded and that staff members' rights are respected. If the Nominated Supervisor is the subject of the suspicion, observation or allegation, staff must report to the Nominated Supervisor's line manager, employer or appropriate personnel. The complexities of these situations are acknowledged. Nevertheless, staff must manage their sensitivities or discomforts because their duty of care to the child or young person remains their paramount legal, professional and moral responsibility.

Inappropriate behaviour

Staff may also observe behaviours in other adults that they view to be inappropriate rather than abusive or that sit on the border of violating a professional boundary. Staff must ensure, through their Nominated Supervisor, that the adult concerned is made aware of the potential of his/her actions to impact negatively on children and young people, and on themselves. Professional advice of this kind may be particularly valuable to young or newly appointed staff. The Nominated Supervisor should document what is discussed. All staff must take action if children and young people disclose information about inappropriate behaviours of other adults at the service. It is not acceptable to minimise, ignore or delay responding to such information. For the wellbeing of all members of the education or care community, the Nominated Supervisor must be informed as a matter of urgency and a report made to the Child Safety, if appropriate.

Behaviour of children and young people towards staff

Should a child or young person engage in inappropriate behaviour of a sexual nature, then immediate respectful steps must be taken to discourage the child or young person. The matter should be reported and documented promptly with the site leader and a plan of action developed to support the child or young person and relevant staff member. Depending on the age/developmental capacity of the child or young person and contextual information, this plan of support may involve:

- communication with parents
- referral to and liaison with specialist counselling
- formalised support within the site, which may include closer monitoring or supervision of the child or young person in his/her interactions with other children and young people
- referral to and liaison with an appropriate agency with disability-specific expertise.

Sometimes, the inappropriate sexual behaviour of younger children towards staff can elicit a suspicion that the child in question has been sexually abused. In these situations, staff must:

- make a mandatory notification to Child Safety
- consider the safety of other children and young people with whom the child has contact
- develop and document a plan of action and communication with all relevant parties (including other agencies).

Some children and young people may actively seek a relationship with a staff member that would constitute an inappropriate relationship. In such circumstances, staff are advised to immediately report the information to the Nominated Supervisor and seek assistance to actively manage the situation in a way that respects the emotional wellbeing of the child or young person and provides support to the staff member.

Appropriate physical contact

Appropriate physical contact by a staff member to assist or encourage a child or young person

At times, staff will be required to give practical assistance to a child or young person who is hurt or needs particular assistance or encouragement. Examples of appropriate physical contact are:

- administration of first aid
- supporting children and young people who have hurt themselves
- assisting with the toileting and personal care needs of a disabled child or young person (an individual plan for children and young people with these needs must have been negotiated with parents)
- non-intrusive gestures to comfort a child or young person who is experiencing grief and loss or distress, such as a hand on the upper arm or upper back
- non-intrusive touch (eg congratulating a child or young person by shaking hands or a pat on the upper arm or back). Staff should remember the importance of accompanying such touch with positive and encouraging words.

Good practice with school-age children and young people

- Seek children and young people's permission to touch (keeping in mind that a highly distressed child or young person may be incapable of expressing their wishes).
- Avoid being with a child or young person in a one-to-one, out of sight situation, and never touch a child or young person in such a situation.
- Do not presume that physical contact is acceptable to a particular child or young person. Even non-intrusive touch may be inappropriate if a child or young person indicates he/she does not wish to be touched.
- Respect and respond to signs that a child or young person is uncomfortable with touch.
- Use verbal directions rather than touch (eg ask a child or young person to move in a particular way, rather than physically place the child or young person in the required position).
- Use the above approach for demonstrations in dance, sport, music and drama. Where touch is essential for safety reasons (eg with aquatic or gymnastic instruction), always tell the child or young person that you need to hold him/her in a particular way and seek his/her permission to do so.
- In some circumstances, staff may need to discourage younger children from inappropriate expectations of hugs or cuddles. This should be done gently and without embarrassment or offence to the child.

Non-physical intervention in managing behaviour

Non-physical intervention is the recognised means of managing the behaviour of children and young people. Where a problem with a child or young person's behaviour becomes apparent, non-physical interventions include:

- directing other children and young people to move away from the situation
- talking with the individual child or young person (asking the child or young person to stop the behaviour, and telling the child or young person what will happen if he/she does not stop)
- directing the child or young person to a safe place
- directing other children and young people to a safe place
- following the emergency plan

- sending for assistance from other staff, or in extreme cases, the police. Use of verbal directions is always preferred to physical intervention. It is not appropriate to make physical contact with a child or young person (eg pushing, grabbing, poking, pulling, blocking) in order to ensure they comply with directions. Staff working with preschool-age children must not hold children against their will (eg on their laps, between their legs or on the floor) to ensure attention at group time. Under no circumstances should staff engage in any form of conduct which might cause physical or emotional harm to children and young people.

Physical restraint where a child or young person's or adult's safety is threatened

Staff may make legitimate use of physical restraint if all non-physical interventions have been exhausted or are impossible in the circumstances and a child or young person is:

- attacking another child or young person or adult
- posing an immediate danger to him/herself or others.

Staff are to use physical restraint only as a last resort and not as a response to:

- property destruction
- disruption to the education or care activity
- refusal to comply
- verbal threats
- leaving the service's premises
- a need to maintain good order unless someone's safety is clearly threatened.

Use of appropriate physical force may be permitted to ensure that the employer's duty of care to protect children and young people and staff from foreseeable risks of injury is met. Common law defences such as self-defence and defence of others remain legitimate reasons for the use of physical restraint. All people have the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. It may be a valid decision for staff not to use physical restraint in a situation involving several children and young people, or a physically larger child or young person, where staff believe that doing so would increase the likelihood of injury to themselves. In such cases, the staff member should shepherd other children and young people away from danger and seek immediate help from other staff or police. Staff are not expected to place their own safety at risk in responding to violence or aggression in others and are supported by Workplace Health and Safety legislation in making this judgment.

Safe practice when using physical restraint

The use of restraint with a child or young person in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the child or young person. For example, if restraining a female, care should be taken to avoid contact with breasts. Parents should be informed at enrolment of the site's policy on physical restraint with children and young people and staff who may be expected to use physical restraint should access appropriate training.

Do	Don't
<ul style="list-style-type: none">• Continue talking with the child or young person throughout the incident. Make clear that physical restraint will stop when it ceases to be necessary to protect the child or young person or others.• Grip clothing rather than the body, whenever possible.• Document incidents promptly and keep these records with the site leader.• The record should include: – the name of involved children and young people – location of incident – name of witnesses (staff and/or children and young people) – incident outline (including the child or young person's behaviour, what was said, steps taken, degree of force applied and how applied, reasoning for actions taken) – child or young person's response and the outcome – details of any injury or damage to property.• Inform parents promptly and fully of any incident involving the physical restraint of their child and provide them with the opportunity to discuss the matter at the time they are informed.• Ensure sector specific guidelines regarding other forms of documentation are followed, for example critical incident forms.• Provide/offer confidential debriefing, counselling support and Workplace Health and Safety documentation to all staff involved in incidents of restraint.	<ul style="list-style-type: none">• Don't use restraint that involves: – force applied to the head or neck – restrictions to breathing – punching – kicking – holding by the hair or ear – confining a child or young person in a locked room or limited space

Working with children and young people with additional needs or disabilities

All sections of this document require careful interpretation when applied to children and young people with additional needs or disabilities. For example, children and young people with intellectual disabilities may engage in a much wider range of physical and overtly sexual behaviours towards staff and other children and young people as a result of their disability. Similarly, staff will need to engage more often in physical contact and touch with these children and young people as a means of meeting their duty of care to them. In fact, touch itself may be an agreed form of communication between a child or young person, his/her parent and staff where the child or young person has a communication disability. Children and young people with disorders causing violent and unpredictable behaviours are likely to have formalised restraint procedures agreed to by staff and parents/carers. Toileting assistance or processes for changing clothes will be necessities for some children and young people.

Because of these differences, staff need to be more vigilant and thoughtful in their physical interactions with children and young people with additional needs or disabilities. Children and young people with disabilities are over-represented in the child protection system. Their vulnerabilities mean they have an increased reliance on the adults providing their care to protect them from harm. Immediately reporting any inappropriate behaviour towards children and young people from other adults is a critical obligation of staff and one that must not be delayed, minimised or delegated (see 'Staff responsibilities in responding to behaviour').

Education and care staff support children and young people with disabilities or special needs through various forms of individual plans. The common features of these plans are that they involve all people who deal with the child or young person on a regular basis, including other service providers, and they document the agreed strategies that are to be used in supporting the child or young person. These plans are particularly important when challenging behaviours, personal care and hygiene and special physical considerations are an issue at the site (eg toileting, transport within and beyond the site environment, situations where physical restraint is occasionally required). The possibility of restraint and the nature of that restraint for children and young people should be addressed in the individual plan as should alternative strategies for preventing harm to others. The plan process should involve the child or young person as far as possible. Staff likely to need to use physical restraint should access training specific to that requirement.

It is appropriate that different approaches are likely to be needed from staff in their interactions with children and young people with special needs or disabilities. For this reason, site behaviour codes or behaviour management policies need regular reviewing to ensure they reflect the needs of the children and young people accessing the site at any one time. Nevertheless, the basic principles outlined elsewhere in this document remain applicable to all children and young people. Staff have a duty of care to protect children and young people from physical and emotional harm and, while the ways of meeting the duty may differ for different groups, the duty itself remains unqualified. Staff are expected to meet this duty in a manner that respects the dignity of all children and young people as well as their vulnerabilities.

Cultural considerations

Different cultures have different attitudes and traditions surrounding the concept of appropriate touch. Staff have a responsibility to become as familiar as possible with the values of the various cultural groups enrolled in an education or care service. Many culturally-based community organisations are very keen to address staff about the values of their culture so as to establish optimum understanding and respect between parents, their children and staff at the site. It is critical that staff appreciate culturally specific expectations regarding touch so that embarrassment or offence can be avoided for everyone, and particularly for children and young people. Many children and young people attending education and care sites are recently arrived in Australia. Some have backgrounds of severe trauma, ranging from the observation of extreme physical violence and abuse to being victims of such violence and abuse themselves. The needs of these children and young people and their families are acute and the issue of establishing what will be received as appropriate, helpful touch is, therefore, all the more essential. Staff need to employ considerable diplomacy, care and effort in their interactions with the children and young people and families that are known or suspected to have escaped traumatic circumstances.

Ethical Practice is the moral responsibility to make intentional choices that are right, good, virtuous, and just.

Ethical Principles

- Commitment to the provision of *quality education and care*
- Acknowledgment and respect of *Aboriginal and Torres Strait Islander people, communities and their culture*
- Valuing *agency, human dignity and self-determination* of children
- Holding *high expectation* for children's *wellbeing and lifelong success*
- Valuing *inclusion and diversity* for all children, families and community members
- Honouring strong *collaborative relationships* with children, families and people with whom we work
- Actively contributing to and supporting an *ethical and professional* workplace environment
- Valuing *honesty* and acting with *integrity*
- Lead and elevate the profession through commitment to the *continual development of self and others*

Ethical Practice

In relation to children, I will:

- Provide a stimulating, happy, safe and inclusive environment
- Foster friendships, self-esteem and confidence
- Respect the individuality and diversity of each child
- Attend to the needs of children as a priority
- Honour each child's right to play
- Advocate for children's right to learn and be independent
- Enable children to express their views on matters that affect them



In relation to myself as a professional, I will:

- Increase and demonstrate my knowledge of middle childhood and OSHC
- Continually lead my own learning and development, being committed to maintaining and enhancing a high level of competence
- Demonstrate behaviour that enriches the provision of care and advances the OSHC profession
- Recognise the importance of Aboriginal and Torres Strait Islander people, community, culture and the traditional owners of the land on which I work



In relation to families, I will:

- Encourage all families to collaborate with the development of the OSHC program
- Be supportive and responsive to the uniqueness of all families
- Communicate with honesty and integrity
- Maintain confidentiality and respect the right to privacy
- Support the cultural identity of all families, and respect each family's choices and goals for their children



In relation to my colleagues, I will:

- Create and foster a supportive, enjoyable work environment
- Strengthen relationships to enhance the learning and development of others
- Respond ethically to the challenges of working with others
- Collaborate on ideas and opportunities to enhance the workplace
- Contribute to the culture of reflective practice



In relation to communities, I will:

- Support citizenship opportunities for children
- Promote social and environmental awareness
- Encourage community involvement
- Provide a quality and professional OSHC program



In relation to management and my service, I will:

- Actively work to positively promote the service
- Support the service to meet the legislative and accountability requirements
- Contribute to and lead quality improvement
- Respect and support the significant responsibility that management hold within the service



Date of Development/review	Date Ratified	Date to be Reviewed
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8.10 Employee Orientation and Induction

The Service assumes the responsibility to ensure that all employees receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011;
- NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5;
- Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee and Volunteer Grievance, 8.9 – Employee Code of Conduct.

Procedures

The Coordinator (or other Senior Educator) shall take responsibility for the appropriate and ongoing induction and orientation for new employees.

The orientation and induction process shall include (but not be limited to):

- a meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.);
- an information package given to the new employee, which highlights key aspects of the role which must be known and understood prior to commencing work at the Service;
- an induction/orientation session where the Coordinator will work through the Induction and Orientation checklist with the new employee;
- within the first two weeks of employment, the Co-ordinator will work closely with the new employee to ensure all Induction and Orientation training is provided and a checklist completed and signed off by the new employee and Coordinator/relevant training officer. Feedback on the effectiveness of the Induction and orientation process will be sought from the new employee by the Co-ordinator.
- within four weeks of employment commencing, the employee shall be expected to complete the Induction and Orientation checklist, signing to say that they have received appropriate and effective induction and return it to the Co-ordinator.

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8.11 Employee Leave

The Service Management seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the Service. This policy shall include all applicable forms of leave and relevant entitlements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- P&C Accounting Manual, P&C Operations Manual (for P&C managed Services);
- Child Care Industry Award (State) 2003 (P&C managed Services only), Children's Services Award 2010, National Employment Standards;
- Fair Work Act 2009;
- NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.3 – Educator Ratios, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 10.1 – Quality Compliance Policy.

Procedures

Permanent employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Approved Provider or Coordinator at least two weeks prior to such leave being requested.

Casual employees taking leave of one week or more are to complete a Leave application form and submit to the Co-ordinator at least 2 weeks prior to such leave being requested.

Employees requesting Long Service Leave must submit their request, in writing to the Approved Provider, at least 3 months prior to the leave being taken.

Management shall approve such leave unless the impact of leave is detrimental towards the successful operations of the Service. Should leave not be approved, the employee shall be entitled to have notification and rationale within 3 working days of the original request for leave.

All sick leave shall be reported to the immediate supervisor of that employee to ensure a suitable replacement can be obtained. The Service shall have pre-planned arrangements for filling shifts when educators call in sick.

In the event that this is the Co-ordinator/Nominated Supervisor, then such report shall be made to the person expected to assume responsibility for the Service on that day or throughout the duration of leave.

Management shall ensure that employees do not accrue any more than 6 weeks annual leave per annum. This shall be monitored through providing a balance sheet with annual audited reports documenting leave accruals.

Employees shall receive notification of their leave accruals on their fortnightly payslip.

All types of paid leave shall be appropriately recorded on timesheets.

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8.12 Employee Qualifications – Monitoring Progress

The Service seeks to ensure that all employees enrolled and studying relevant qualifications are monitored and supported as they progress through their studies. This ensures that the Service strives towards providing a suitably qualified level of Educators.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Parents and Citizens Associations' Award – State 2016 (P&C managed Services only),
- NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3, 7.1.4; 7.3.1, 7.3.2, 7.3.5;
- Policies: 2.3 – Educator Ratios, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 10.1 – Quality Compliance.

Procedures

Employees recruited as qualified staff, shall provide the Service with certified copies of their certificate of accredited and approved training, or, of enrolment in an approved course and available transcripts of coursework as completed.

This record shall be recorded and maintained in the employee's confidential file held at the Service.

The Employer's representative (Co-ordinator) shall monitor and track the employee's progress through the course, particularly observing that the course will be completed within the required time frame being twice the scheduled course duration.

The Employee shall be required to submit a Statement of Progress/Result or other evidence such as a transcript to demonstrate appropriate completion of course components on a regular basis. (This information will be gathered every 12 months or as details are released from the Training Provider or Higher Education Institution).

In the event that necessary progress through the course is observed by the Co-ordinator to be delayed and or jeopardized for any reason, then a meeting shall be scheduled between the employee and the Co-ordinator to discuss an appropriate course of action. Management will be informed of the outcomes of this discussion and shall have authority to approve the required course of action.

The employee may jeopardize their ongoing employment at the Service if they fail to meet the progress in study requirements or complete the course within the prescribed finishing period.

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8.13 Employee Health and Wellbeing

The Service expects that employees shall take a conscientious approach to managing their own health and in protecting the health and well being of children, colleagues and others engaged in the Service's program and activities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011 and Regulations 2011
- Duty of Care;
- NQS Area: 4.1; 7.1; 7.3;

- Policies: 2.3 – Educator Ratios, 4.1 – General Health and Safety, 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 8.10 – Employee Orientation and Induction, 8.16 – Employee Immunisation, 8.17 – Fit for Work Policy.

Procedures

Employees shall not attend to work under the influence of any drug or alcohol which may impact on their individual capacity to perform duties as expected of them in their job role.

Employees who are unwell should not attend to work and should notify their supervisor at their earliest convenience that they are unfit for work. (Medical certificates may be required.)

Employees may be requested to undertake a health check or medical to verify that they are fit for work as expected of them in their role. This process will be non-discriminatory and implemented without bias or prejudice.

Employees who become unwell whilst on the job shall report immediately to their supervisor and may be relieved from duties.

Employees who are injured whilst on the job shall report immediately to their supervisor and may be relieved from duties. An injury/illness/accident form (see 8.13.1) for employees should be completed. The Nominated Supervisor and/or Approved Provider shall make the relevant notification in the event of the injury escalating to a Workcover claim or a notifiable incident.

Employees who have been diagnosed with or suspect that their illness is due to infectious disease shall follow the guidelines as specified by the Service in regards to exclusion periods.

Employees should maintain current immunisation status and may be required to provide the employer with a medical report detailing such status.

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8.13.1 Employee injury, accident, incident and illness record

Employee name: _____ Time: Date:

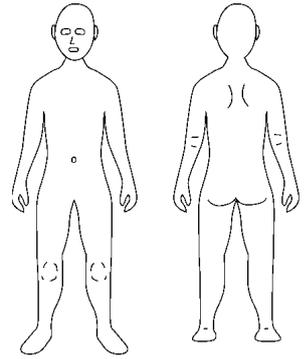
Details of accident:

.....

.....
.....

Details of injury/trauma:

Cut Abrasion/scrape Bruise Bite
Sprain Break/fracture Swelling Burn
Rash Concussion



(indicate area on diagram)

Details of action taken including first aid and/or administration of medications.....

.....

Medical advice sought: NO YES details:

Treatment:

.....
.....

Other comments/witnesses:

.....
.....

Staff member signature:

Coordinator name and signature:

Workcover claim submitted: yes no

It is essential for the safety and wellbeing of employees that all accidents be accurately documented for future reference. Copies of any Workcover documentation should be attached to this form.

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Person's injury/illness and treatment details (if required)

Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> First name:		Last Name:	
Date of birth:	/ /	Contact phone number:	
Residential address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Occupation: <i>(main duties)</i>			
Relationship to the entity notifying <input type="checkbox"/> Worker <input type="checkbox"/> Self-employed <input type="checkbox"/> Member of the public <input type="checkbox"/> Labour hire worker <input type="checkbox"/> Contractor <input type="checkbox"/> Group training apprentice/trainee <input type="checkbox"/> Other <i>(please specify):</i>			
Description of injury/illness:	<i>(e.g. fracture, laceration, amputation, strain, electrical shock, burn, Q fever)</i>		
Body location:	<i>(e.g. wrist, lower back, internal organs)</i>		
Did the person receive treatment following the injury/illness? <input type="checkbox"/> No <input type="checkbox"/> Yes Please describe treatment received:			
Where was the injured person taken for treatment?	<i>(if applicable)</i>		

Details of business or undertaking notifying of the incident

Legal name of business:			
Trading name of business:			
ABN:		ACN:	
Business address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Contact phone number:	Work hours: ()	Mobile:	
Business email address:			
Main business activity <i>(e.g. furniture manufacture, domestic construction, steel warehousing, electrical installation)</i>			
Main industry sector			
<input type="checkbox"/> Accommodation and food services <input type="checkbox"/> Agriculture, forestry and fishing <input type="checkbox"/> Construction <input type="checkbox"/> Electricity, gas, water and waste services <input type="checkbox"/> Health care and social assistance <input type="checkbox"/> Manufacturing <input type="checkbox"/> Professional, scientific and technical	<input type="checkbox"/> Rental, hiring and real estate services <input type="checkbox"/> Transport, postal and warehousing <input type="checkbox"/> Administrative and support services <input type="checkbox"/> Arts and recreational services <input type="checkbox"/> Education and training <input type="checkbox"/> Financial and insurance services <input type="checkbox"/> Information media and telecommunications	<input type="checkbox"/> Mining <input type="checkbox"/> Public administration and safety <input type="checkbox"/> Retail trade <input type="checkbox"/> Wholesale trade <input type="checkbox"/> Other services <i>(please specify)</i> .	

Describe any actions taken immediately following the incident to prevent recurrence:

Describe any longer term action proposed to prevent a recurrence:

Notifier's details

Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> First name:	Last Name:		
Position at workplace:	Contact phone number:		
Email:			
Is this the person that should be contacted for further information?			
<input type="checkbox"/> Yes <input type="checkbox"/> No If no, please provide the name and contact details of the appropriate person should further information be required.			
Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> First name:	Last Name:		
Position:	Contact phone number:		

How to lodge the form

Notification must be by fastest possible means.
 The options for lodgement are by email to whsq.aaa@oir.qld.gov.au or by fax to (07) 3874 7730.
NOTE: Notification to Workplace Health and Safety Queensland or the Electrical Safety Office is not a notification to WorkCover Queensland. Call 1300 362 128 if you have any questions about filling out the form. Please keep a copy of this form for your own records before submission.

PRIVACY STATEMENT: The Office of Industrial Relations respects your privacy and is committed to protecting your personal information. The information provided on this form is for the purpose of advising Workplace Health and Safety Queensland and/or the Electrical Safety Office of a reportable incident under the Work Health and Safety Act 2011, Electrical Safety Regulation 2002 or Safety in Recreational Water Activities Act 2011. This information will be managed within the requirements of the current state government privacy regime. Our office may be required to disclose your personal information to other regulatory agencies such as the Queensland Police Service, WorkCover Queensland and other agencies in accordance with other law enforcement activities which may be conducted as part of an investigation. Further information on our privacy policy is available at www.worksafe.qld.gov.au/Privacy.

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Office of Industrial Relations

worksafe.qld.gov.au

1300 362 128

Form 3 Incident notification form

ABN 13 846 673 994 3/3

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8.14 Employee Online Social Networking

The Service acknowledges that employees may access online social networking sites or platforms to interact with friends, family, colleagues or others. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of:

- preventing misrepresentations of the Service and/or its stakeholders; or
- reputation damage from the conduct of the Service's employees; or
- creating high risk or vulnerable situations for children, families and employees.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011;
- Privacy Act 1988 and Regulations 2013;
- Duty of Care;
- NQS Area: 4-Staff Arrangements; 7.2-Effective leadership builds and promotes a positive organizational culture and professional learning community;
- Policies: 2.8 – Anti-bullying, 8.1 – Role and Expectations of Educators, 8.7 – Workplace Harassment and Bullying, 8.9 – Employee Code of Conduct, 8.22 – Educator interactions with families-Professional Boundaries.

Procedures

Definition

For the purposes of this policy 'social media' and online communication will refer to any online tool, functions or platform that allows people to communicate via the internet. This includes, but is not limited to, applications such as:

- social networking sites: (eg Facebook, Pinterest, LinkedIn, Instagram)
- video and photo sharing websites: (eg YouTube)
- messaging platforms (eg Snapchat, Messenger)
- blogging sites, forum or discussion boards (eg Twitter, Reddit)
- online gaming

Responsibilities

All employees have a duty to uphold the reputation of the Service (see Code of Conduct). Communication and information sharing via social media/the internet have the potential to harm a stakeholder of the Service or harm the Service's reputation.

Employees are to recognize their employment relationship extends beyond the hours of work; therefore, it is the responsibility of employees to ensure their conduct is consistent with the policies and guidelines of the service when using social media for personal use. Demonstrating professionalism and management of social boundaries is the responsibility of the employee. Interactions with employees and other stakeholders that harasses, threatens, jeopardises trust, or harms the reputation of the services will be treated seriously. Employees engaging in this conduct will be subject to disciplinary action, up to and including termination.

Guidelines

Employees are expected to display conduct consistent with the following guidelines to ensure safety and protection of others, themselves and the service:

- There should not be any personal interaction with children of the service via social media, including being 'friends' or following accounts etc. If a child of the service attempts to interact with you online, **do not respond**. Review your privacy settings and notify the Nominated Supervisor or Approved Provider who will communicate the service's expectation with the family directly¹;
- Harmful, threatening, suggestive or harassing comments are not to be made about fellow employees or stakeholders. This will be viewed as cyberbullying (unlawful conduct) and will prompt disciplinary action;
- The service name cannot be mentioned in online posts or other online commentaries (either directly or implied).
- Privacy and confidentiality must be maintained at all times. Employees should not discuss or disclose work-related matters in any capacity.
- If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

Reporting Breaches

If any employees become aware of:

- conduct or communication that breaches this policy; or
- finds any online material that is potentially dangerous or damaging to the image or people of the service;

Then, the employee should immediately report this information to either the Coordinator or Approved Provider. This disclosure should not be shared with others.

¹ Employees who are also family members of children/service users may be excluded from this condition. Disclosure of the relationship with families and children of the service is **essential**. In these extenuating circumstances, the social media responsibilities will be managed on a case-by-case basis by the *Nominated Supervisor* or *Approved Provider*.

Date of Development/review	Date Ratified	Date to be Reviewed
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8.15 Children of Employees

The Service strives to provide a supportive environment for all families and children using the Service. This is extended to children of employees who attend the Service however; the Service also acknowledges the complexities that may arise when children of employees are participating in the Service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children in the course of their employment within the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;

- Policies: 2.6 - Behaviour Support and Management, 2.7 - Exclusion for Behavioural Reasons, 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction.

Procedures

Children of employees shall be permitted to be enrolled in and attend the Service using the priority of access guidelines as defined in this policy and procedure document.

Children of employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011*.

Employees shall be expected to professionally carry out all duties as expected of them while they are employed in the Service regardless of the attendance of their own children.

Children of employees shall be provided with consistent care, consideration and involvement in the Service as any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.

For Services located on a school site, if the employee's child has been excluded from the school, the Co-ordinator will:

- contact the school to confirm exclusion;
- speak with the Principal to confirm if exclusion applies at the OSHC Service;
- contact the employee to confirm exclusion from the Service (in accordance with Principal's direction).

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8.16 Employee Immunisation

The Service acknowledges their obligation as an employer under the Work Health and Safety Act 2011, in ensuring the workplace health and safety of employees and others. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases in the workplace. Vaccination of employees and volunteers is not a mandatory requirement under relevant legislation, however is considered by this Service as a best practice approach to prevention of vaccine-preventable diseases outbreak.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011;
- Duty of Care;
- NQS Area: 2.1.1, 2.1.4; 4.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 4.2 – Infectious Diseases, 4.4 – Preventative Health and Wellbeing, 4.14 – Infectious Diseases Response Strategy, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health;
- Staying Healthy in Childcare.

Procedures

All employees and volunteers working with children in the Service should be up to date with all the vaccinations that are recommended for adults.

All employees and volunteers working with children in the Service should consider additional/special vaccinations, recommended due to an increased risk of exposure in the workplace.

Information sheets from Queensland Health and Workplace Health and Safety Qld provide further guidance regarding recommended immunisations for adults, including but not limited to:

- Hepatitis A;
- Measles, Mumps and Rubella (MMR);
- Varicella (Chickenpox);
- Pertussis (Whooping Cough);
- Hepatitis B - (May be recommended in specific circumstances, such as when providing child care to populations who have a higher prevalence of Hepatitis B).

Employees/volunteers may be required to complete an employee immunisation record as part of the Service employment process.

Each record shall be maintained confidentially in the employee/volunteer's file.

Any expenses associated with completing the immunisation record such as blood tests and medical fees shall be incurred solely by the employee/volunteer.

Any employee or volunteer conscientiously objecting to Vaccination shall articulate their position in writing, accepting responsibility for their own individual choice to do so. This document will be maintained confidentially in the employee/volunteer's file.

Conscientious objectors may be required to seek further advice from a medical authority to support them to clearly understand such position. In such cases additional procedures will be relevant to those employees/volunteers should an outbreak of any vaccine-preventable disease occur in the workplace, this will include, but not be limited to:

- exclusion from the workplace; and/or;
- restrictions as advised by the relevant health authority.

Such exclusion would be without pay if that person is a paid employee of the Service.

Please note:

The Service is encouraged to access the information sheets available for child care from:
<http://www.deir.qld.gov.au/workplace/business/childcare/index.htm>

These may be provided to educators for further information and should be sourced and dated in the policy when accessed.

The Australian Immunisation Handbook is available from <http://www.immunise.health.gov.au/>

<http://www.health.qld.gov.au/immunisation/consumers/babies.asp#centres> accessed 08/08/11.

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8.17 Fit for Work

The Service believes that the safety of employees at work and any persons involved within the Service (including children) is of paramount importance. In order to ensure the health and safety of all individuals associated with its operations, the Service will take all reasonable steps to ensure that employees are in a fit and competent state to work safely.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Work Health and Safety Act 2011;
- Duty of Care;
- NQS Area: 4.3.1; 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.4 , 7.4.2, 7.5.1;
- Policies: 4.4 – Preventative Health and Wellbeing, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 10.8 – Information Handling (Privacy and Confidentiality).

Procedures

****PLEASE NOTE** Some content of this policy has been adapted from the Australian Children's Services Employers Association (ACSEA) as best practice.**

Interpretation

'Fit for Work': an employee is fit for work if they have a blood alcohol level of 0.00 and test negative for drug use.

An employee is 'fit for work' if physically able to carry out their duties, as per their job description.

'On duty': An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.

Responsibilities

The Approved Provider/OSHC Co-ordinator will:

- be responsible for assessing the fitness for work of employees under their control, while they are on duty;
- immediately stand down any employee suspected to be under the influence of alcohol or other drugs;
- immediately stand down any employee that is not physically fit and capable of performing their duties.
- any such employees must not return to work until they are able to demonstrate that they are fit to work.

Each employee is responsible for:

- ensuring that they are not in an unfit state for any reason, including physical limitations and/or the adverse effects of alcohol or other drugs;
- notifying the Co-ordinator of any concerns that their fitness for work may be impaired;
- ensuring that any prescription or non-prescription medication is taken safely and in accordance with the requirements as listed further in this policy;
- notifying the Co-ordinator, or other responsible person, of any situation in which this policy has been breached, including;
 - any situation in which other individuals are believed to be unfit for work;
 - the unauthorized possession or consumption of alcohol or other drugs on site or during work;
 - any other apparent breach of this policy.

All such information will be dealt with in strictest confidence.

Employees should also be aware that rights to workers compensation or a common law claim may be affected if they are involved in a work-related accident while under the influence of alcohol or drugs.

Alcohol

An employee must not be under the influence of or be affected by alcohol while on duty. This means that all employees are expected to have a 0.00 blood alcohol content at all times they are required to undertake the duties and responsibilities associated with their contract of employment.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is intoxicated, the Co-ordinator or Approved Provider **MUST** be contacted immediately. Such behaviours may include, but not be limited to:

- slurred or impaired speech;
- possibly aggressive in manner;
- staggered, jerky movements, could seem uncoordinated;
- heavy eyes and/or flushed face;
- dull, tired appearance

If the above concerns are raised regarding an employee, the Approved Provider may request a blood alcohol test, at the management expense. If the employee's blood alcohol content is higher than 0.00, they will be considered unfit for work immediately. For the employee to return to work, the Approved Provider/Co-ordinator must be satisfied that they are fit for work and that they have a blood alcohol content of 0.00. Proof of which may include the undergoing of another blood alcohol test, at the employees' expense.

An employee is prohibited from operating any machinery or equipment, including any motor vehicle, if they are under the influence of alcohol.

Alcohol must not be consumed anywhere within the grounds of the Service, during work time. There may be occasions when alcohol may be consumed as part of a work function, or other recognised work event. Where the consumption of alcohol has been properly approved, employees must continue to act in a sensible and responsible manner and with due care for their own and other people's safety and well-being. Failure to act in a sensible and responsible manner or to follow any directions with regards to the consumption of alcohol may result in disciplinary action as listed further in this policy.

The unauthorized possession or consumption of alcohol at the workplace will result in disciplinary action as listed further in this policy.

Drugs

Employees must not consume or be under the influence of any unlawful drug anywhere on the Service premises or grounds or while on duty.

If any employee becomes aware of behaviours from which they might draw the conclusion that another employee is under the influence of drugs, the Co-ordinator or Approved Provider **MUST** be contacted immediately.

If concerns of this nature are raised regarding an employee, the Approved Provider may request a drug test, at the management expense. This means that employees are expected to return a negative urine test for the following substances:

- Amphetamines;
- Cannabinoids/THC/Marijuana;
- Opiates/Barbiturates;
- Benzodiazepines;
- Cocaine/Methadone;

- LSD.

If an employee tests positive for any other substance, the Approved Provider may obtain relevant expert advice to determine whether the employee will be considered fit for work.

If an employee tests positive for drugs they will be considered unfit for work immediately. For the employee to return to work, the approved Provider must be satisfied that they are fit for work. Proof of which may include the undergoing of another urine drug test, at the employees' expense.

An employee must not cultivate, sell or have in their possession or control any unlawful drug or drug taking implement anywhere on the Outside School Hours Care premises or grounds or while on duty.

The use, possession, cultivation, manufacture and distribution of an unlawful drug is illegal. If the Approved Provider becomes aware that you have, or have had, in your possession or control, or are cultivating or supplying unlawful drugs or drug taking implements, whether for profit or otherwise on Outside School Hours Care premises or grounds or while on duty, they will notify the police and actively assist them in their enquiries.

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Co-ordinator so that their ability to work safely can be monitored. If necessary, a medical opinion may be obtained.

The unauthorized possession or consumption of drugs at the workplace will result in disciplinary action and may result in termination of employment.

Alcohol and Drug Testing Requirements

Testing may be carried out where:

- an employee is involved in an incident or accident;
- an employee display:
 - unsafe behavior; or
 - causes injury to any other person; or
 - commits an act of negligence or carelessness; or
 - shows disregard for safety.
 - there is reason to believe that an employee is affected by alcohol or drugs;
 - an employee who previously tested positive is being monitored to ensure safe practice; or
- evidence of alcohol or drug use at the workplace is discovered and the employee or employees concerned can be identified with reasonable certainty.

An employee who does not co-operate fully with the administration of an alcohol or drug test without a legitimate reason will not be able to return to work until they have co-operated and provided a breath and/or urine sample for analysis.

Employees who refuse will be required to take unpaid leave until they co-operate. Refusal to co-operate may result in disciplinary action.

Interference with testing – the actual or attempted adulteration, substitution or other interference by a person with a test sample or result, will result in disciplinary action which may include termination of employment.

Disciplinary Procedures

The Approved Provider may take the following disciplinary action where an employee is found to be under the influence of alcohol or another drug:

- immediate termination;
- final warning; or

- warning.

The appropriate disciplinary action will depend on the individual circumstances of each matter. In making any decisions, the Approved Provider will take into account factors including, but not limited to:

- the seriousness of the employees behaviour;
- the risk posed to the safety of employees and others; and
- any previous breaches of this policy.

An employee who receives a warning will be counseled by the Approved Provider regarding:

- the 'Fit for Work Policy' and the obligations and responsibilities under it;
- the serious and unacceptable nature of the person's behaviour;
- the risk posed for the safety of the employee and others;
- the employee's responsibility to demonstrate that the problem has been effectively addressed;
- the consequences for future breaches of this policy; and
- the reasons why the person has used alcohol or other drugs to the extent that they are in an unfit state.

The employee will be advised that they may be monitored for a period of time to ensure that the problem has been addressed and that during this period they may be subject to periodic alcohol and drug testing.

The employee will receive a written warning which will reflect the key points covered in this process. A copy of this will be placed on their personnel file.

Employees will not be paid for the period which they are unfit for work.

An employee who receives a final written warning will be counseled by the Approved Provider as set out above and will be required to demonstrate that the threat to work performance and/or safety has been effectively addressed before they are permitted to return to work.

The final written warning will have the effect that any further breaches of this policy may result in termination of their employment. A copy of the warning will be placed on their personnel file.

Fatigue

Work related fatigue may arise from situations requiring concentration for extended periods during work hours, working in extreme temperatures or working in high-risk situations.

Non-work-related fatigue is generally the result of poor quality or inadequate sleep which may be caused by a number of reasons, including sleep disruption, ill family members, distress, domestic responsibilities or a second job.

The Co-ordinator is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

The Co-ordinator is responsible for ensuring shift lengths are monitored to prevent excessive time working. Provision will be made on all shifts for appropriate rest breaks during and between shifts to ensure that employees have adequate opportunity for rest.

The Co-ordinator will take all practical steps to assess and manage the work environment to minimize the impact of fatigue.

The Service will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue.

Physical Ability

The Co-ordinator is responsible for ensuring that all employees are fit and able to perform their duties, when arriving for their shift.

To be considered physically capable of performing their duties, the employee must be able to move about freely, particularly in the case of emergency or risk of harm to others.

As per their job description, the employee MUST be able to interact with the children and actively contribute to the activities, experiences and routines of the Service. This may include, but not be limited to physical activities such as walking, running, standing, crouching and kneeling.

Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with the Information Handling Policy (policy 10.8).

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically, this will be only to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation. The Approved Provider/OSHC Co-ordinator will inform the employee as to:

- the reason or need for disclosure;
- to whom the disclosure will or has been made; and
- the extent of information that will or has been disclosed.

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8.18 Employee Retention

The Service recognises the importance of retaining quality employees who demonstrate ongoing commitment to their work with children and families and use professional standards to guide their practice. The development and retention of quality employees ensures continuity and that the school age care program is responsive to the needs of children as individuals and in groups.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Relevant Industrial Awards;
- NQS Area: 4.1; 4.2; 7.1.2; 7.1.3; 7.2.2; 7.3.1; 7.3.2; 7.3.5;
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.4 – Educator Professional Development and Learning, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction, 8.12 – Employee Qualifications – Monitoring Progress.

Procedures

The Service will develop clear Policies and Procedures in relation to employee vacancies to ensure key values, skills and attributes are identified when advertising vacancies.

The Service will ensure Policies and Procedures are developed and implemented in relation to employee orientation and induction with individual checklists completed to ensure all aspects of the employee's job role are discussed.

The Service will develop clear policies and procedures in relation to employee performance reviews with identified strategies in place to manage ongoing learning and professional development.

The Service will develop exit interview strategies to ascertain reasons for staff turnover with the intention to develop strategies to promote job satisfaction for existing employees.

The Service will actively work towards supporting educators to develop professionally through:

- encouraging attendance at workshops;
- supporting networking opportunities;
- supporting higher education and qualification attainment;
- enabling 'on the job' development and learning through coaching, mentoring and effective leadership;
- providing regular opportunities for team members to come together and share thoughts and ideas enabling critically reflective practice.

The Service may provide benefits for employees who demonstrate an ongoing commitment to their role and use professional standards effectively to guide their practice through employee acknowledgement programs which may include:

- employee of the month;
- appreciation certificates;
- career advancement/promotion;
- pay rates above award;
- staff fee discount;
- rewards as deemed appropriate by management.

References and Resources

<https://www.davidsoninstitute.edu.au/learning-centre/business/articles/developing-a-staff-retention-strategy>

<http://www.dixonappointments.com.au/-500862/staff-retention>

Date of Development/review	Date Ratified	Date to be Reviewed
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8.19 Employee Counselling and Disciplinary Procedures

The Service acknowledges that, from time to time, employee behaviour and performance may fall below the expected standards as detailed in the specific job description and orientation/induction processes. The purpose of this policy is to establish an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- ensuring counselling takes place to reinforce the expected performance or conduct standards;
- establishing a process under which warnings may be issued and discussed; and
- providing for disciplinary action when performance or conduct does not improve.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care;
- Fair Work Act and Regulations 2009;
- Prevention of Workplace Harassment Advisory Standard 2004;
- Relevant Industrial Award or Agreement;
- NQS Area: 4.2; 7.1.1, 7.1.2; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- *Policies: 8.1 – Role and Expectations of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.8 – Employee Performance, Review and Management, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.17 – Fit for Work, 10.8 – Information Handling (Privacy and Confidentiality).*

Procedures

Definitions

'Counselling': the discussion and analysis of issues which affect an employee's conduct and/or work performance. Counselling is used to improve an employee's performance where their behaviour or performance doesn't meet required expectations.

'Unacceptable performance': is when the employee's performance remains unacceptable following a reasonable period of performance improvement.

'Misconduct': when an employee breaches their obligations under their contract of employment. Examples of misconduct may include but are not limited to:

- breaches of policies, codes of conduct and other reasonable instructions;
- unauthorised absence from work;

'Serious Misconduct': when an employee breaches their obligations under their contract of employment to an extent that it is reasonable to discontinue their employment. Examples of serious misconduct may include but are not limited to:

- dishonesty and fraud;
- bullying, fighting or abusive behaviour;
- sexual harassment;
- drunkenness and drug use;
- acting in an unsafe manner;
- misusing confidential information;
- damage or misuse of service equipment and resources;
- breach of any act or legislation relating to their employment.

'Disciplinary action': action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.

Service responsibilities

The Service acknowledges that the principle objective of counselling employees is to draw allegedly inappropriate behaviour and/or unacceptable performance to the attention of an employee and, where proven, explain to the employee the potential and/or actual consequences of that performance and/or behaviour and assist them in achieving and maintaining behaviour and performance that is consistent with the Services policies, procedures and practices.

The Service has developed disciplinary procedures designed to address employee conduct that impedes the operation of the Service whilst ensuring all parties receive procedural fairness and due process in a timely and effective manner. Service Management reserves the right to amend procedures depending on the facts of each situation and the nature of the offense.

The Service will treat all allegations of unacceptable performance and/or misconduct as serious and take prompt action to address identified issues, irrespective of whether they be minor or more serious. If action (as per the counselling and disciplinary procedures) cannot be taken immediately, the employee concerned should be advised as soon as possible of when and where that follow-up action will take place.

In consultation with Management, the Service Coordinator may conduct a workplace investigation in cases of allegations of serious misconduct. The employee who has been accused of the allegation will be informed of the matter verbally, and in writing, and will be advised that they may be stood down on full pay until the workplace investigation has been completed. The workplace investigation will include the gathering of relevant information, written statements, interviews, documents and records. Other employees may be required to be interviewed as part of the investigation. Further disciplinary action will depend on the results of the investigation.

All persons involved in any way with the counselling and disciplinary processes must retain confidentiality at all times. The employee may choose to discuss the matter with a nominated support person and may elect to bring them along to any interview or counselling session conducted under the formal components of the process.

The Service counselling and disciplinary procedures will have three distinct, but not necessarily sequential components:

- informal counselling (face-to-face feedback);
- formal counselling; and
- disciplinary procedures (including warnings).

The decision as to which of the three components initially apply will be based on the seriousness of the employee's behaviour and/or performance and will depend on the facts and circumstances as identified by, or conveyed to, the Service Coordinator.

Where the Service Coordinator has not identified the behaviour and/or performance issue first hand, sufficient facts must be gathered to determine the seriousness of the behaviour and the appropriate action. Direct observations may be undertaken by the service coordinator to determine validity of allegations.

Immediate action must be taken if there are serious concerns about an employee's conduct. As part of the process of establishing the facts, the Service Coordinator may:

- assess relevant documentation;
- interview person/s who may (or should) have knowledge of the employee's behaviour; and
- document what has occurred.

Informal counselling

Informal counselling and/or face-to-face feedback will normally occur when, in the Coordinator's opinion, the employee's behaviour is such that formal disciplinary action is not appropriate. Where it is established during the informal discussion that the behaviour expectations have not been met, feedback given must be constructive and delivered to encourage the employee to achieve and maintain expected behaviour/performance standards.

If the discussion confirms that misconduct has occurred, the employee should be:

- advised of how the behaviour and/or performance is inconsistent with the service expectations and their employment contractual obligations;
- provided with an opportunity to respond to the concern and to raise any other matter that they consider relevant; and
- engaged in jointly identifying a plan of action to improve performance standards or outline the appropriate conduct expected.

After the informal counselling session the Service Coordinator will keep a diary note of the discussion and where appropriate, plan a subsequent discussion with the employee to review the behaviour or performance.

Formal counselling

Formal counselling will normally occur when:

- the employee has previously been counselled informally but behaviour has not improved to the expected standard (unacceptable performance);
- the employee's misconduct is such that, in the opinion of the Service Coordinator, formal counselling is appropriate.

The formal counselling session will take place as soon as possible after the behaviour and/or performance issue is identified with the employee being advised in writing of:

- when and where the interview will take place;
- the matter/s that will be discussed (i.e. specific details of the alleged unacceptable performance/misconduct);
- their opportunity to respond; and
- the opportunity for them to bring a support person/observer to the interview.

At the meeting the Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans.

At the conclusion of the formal counselling session the Coordinator will complete an Employee Counselling Report, to be signed and dated by the employee as a true and correct record of discussions, agreed actions and timeframes. A record of the meeting will be provided to the employee by way of a letter confirming:

- the issue of concern;
- any assistance/support to be provided (if relevant);
- date and time for subsequent meeting; and
- disciplinary action taken with the possibility of further action should the required expectations for behaviour and/or performance not be achieved.

Disciplinary action

Disciplinary action may be taken where the alleged misconduct and/or unacceptable performance continues, or is of a serious nature. Disciplinary action may include written warnings and/or termination of employment.

Written warnings

The purpose of a written warning is to emphasize to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- the employee has previously been through the formal counselling process and has not met the required standards or expectations; or

- the employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Show cause meeting

The purpose of this meeting is to ask the employee to show cause as to why their employment should not be terminated. Depending on the circumstances, the employee may be stood down on full pay until a meeting is scheduled. Employees will be required to respond, in writing and prior to the scheduled meeting, addressing the allegations and their reasons why employment should not be terminated.

Requests for an employee to attend a show cause meeting shall be made in writing outlining:

- when and where the meeting will take place;
- who else will be involved in the meeting (i.e. Management representative)
- the specific issue that will be discussed (i.e. alleged unacceptable performance/misconduct);
- their opportunity to respond; and
- the opportunity for them to bring a support person/observer to the meeting.

At the meeting the Management Representative, Coordinator and employee will review and discuss the allegations and their responses to these allegations as well as any additional incidents, information and prior relevant corrective action plans. A decision surrounding the employee's continued employment will be made at this meeting.

Employees terminated as a result of misconduct or unacceptable performance will be given notice as per their Industrial Award and will receive any outstanding leave and/or TOIL entitlements (if applicable). Terminated employees will be issued with a Statement of Service.

Management reserves the right to seek independent Industrial Relations advice to assist in this process.

Management responsibilities

The Mayfield State School P & C Association is responsible for ensuring that the Service adheres to the disciplinary process and that reasonable support is provided to ensure the process is fair and that the employee has every reasonable opportunity to change the unsatisfactory pattern of their behaviour.

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

References

author unknown. (2009, November). *Employee Counselling and Discipline Policy and Procedures - Section 6*. Retrieved from Communication Workers Union: <http://www.cwu.org.au/postal/wmou104.pdf>

Community Management Solutions. (2013). *Workplace Bullying and Harrassment Toolkit guide. Discipline and Procedures Policy*. Queensland, Australia.

University of South Australia. (2011, August). *Disciplinary Procedure*. Retrieved from University of South Australia: http://w3.unisa.edu.au/hrm/procedures/disciplinary_procedure.pdf

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8.20 Workplace Sexual Harassment

The Mayfield State School P & C Association is committed to ensuring the working environment is free from sexual harassment where all employees are treated with dignity, courtesy and respect. This includes any work-related activities such as conferences, work functions and/or excursions.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Sexual Discrimination Act 1984;
- Anti-Discrimination Act 1991 (QLD);
- Fair Work Act and Regulations 2009;
- NQS Area: 4.1; 4.2; 7.1.2; 7.1.3; 7.2.2; 7.3.1; 7.3.2; 7.3.5;
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.6 – Employee Volunteer and Grievance 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures, 10.8 – Information Handling (Privacy and Confidentiality).

Procedures

Definition

'Sexual Harassment' is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended.

Sexual harassment in the workplace can take many different forms and may include:

- staring, leering or unwelcome touching;
- suggestive comments or jokes;
- unwanted invitations or requests for sex;
- intrusive questions about a person's private life or body;
- insults or taunts based on sex;
- sexually offensive communications (phone, email, SMS or other social media).

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

Sexual harassment doesn't have to be repeated or continuous to be against the law with some types of sexual harassment being offences under criminal law. These include:

- physical molestation or assault;
- indecent exposure;
- stalking;
- obscene communications (telephone calls, letters, etc.).

The Service has a legal responsibility to prevent sexual harassment in the workplace, therefore the Coordinator and other members of Management have a particular obligation to:

- model appropriate behaviour;
- promote this policy;
- treat all complaints seriously and attend to them promptly;
- monitor the work environment; and
- seek expert help for complex or serious matters.

The Service will take disciplinary action against any employee found to have breached this policy, which may include:

- an official warning and note on the employee's file;
- a formal apology;
- counselling;
- demotion; or
- dismissal for serious misconduct.

References

Complaints of sexual harassment will be dealt with as per the Employee and Volunteer Grievance Policy and will be dealt with as per the Employee Counselling and Disciplinary Procedures Policy.

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Sex Discrimination and Sexual Harassment: www.humanrights.gov.au/commission-website-information-employers

Australian Human Rights Commission. (n.d.). *Information for Employers*. Retrieved from Writing an Effective Sexual Harassment Policy: www.humanrights.gov.au/commission-website-information-employers-0

Community Management Solutions. (2013). *Workplace Bullying and Harassment Toolkit. Discrimination and Sexual Harassment Policy*.

Date of Development/review	Date Ratified	Date to be Reviewed
17/8/21	13/9/21	30/7/24

8.21 Educator Uniform and Personal Presentation

The Approved Provider requires that educators and other staff, engaged to work with children in OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will

be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by Educators is neither offensive nor hazardous.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Work Health and Safety Act 2011 and Regulations 2011;
- Relevant Industrial Agreement;
- NQS Area: 4.2.1; 7.1.2, 7.3.5;
- Policies: 8.1 - Role and Expectations of Educators, 8.3 - Recruitment and Employment of Educators, 8.5 – Volunteers, 8.6 – Employee and Volunteer Grievance, 8.9 – Code of Conduct, 8.10 - Employee Orientation and Induction.

Procedures

A high standard of personal presentation is required from all Educators and other staff at all times whilst on duty at the Service. Educators are required to maintain a high level of personal hygiene and all clothing should be clean, pressed and in good condition.

Failure to follow the Coordinator's direction and/or blatant violation or repeated violations of this policy may result in disciplinary action.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children. Clothing worn to comply with cultural or religious standards is allowable as long as it does not pose a foreseeable risk to health and safety at work.

Upon employment, Educators and other staff will be issued with a Service uniform shirt which must be kept laundered and in good condition. Educators will receive a weekly laundry allowance, as per the relevant industrial award

All Educators and other staff will be required to wear the Service uniform shirt while on duty at the Service. The Service uniform shirt can be worn prior to, and after their designated shift however, whilst in the public view, the Educator will be required to conduct themselves in a manner that will not be detrimental to the reputation of the Service.

Prior to receiving their allocated service uniform shirt, Educators will not be permitted to wear clothing that is:

- tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- displaying inappropriate images or words; or
- damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no parts of their buttocks are exposed.

Where Educators are required to attend special events, conferences, courses or seminars the service uniform requirements still apply unless specifically directed by the Coordinator or Approved Provider.

Educators will be provided with a Service name badge and/or identification card which must be worn whilst on duty at the Service. Name badges and/or identification cards must be kept clean and should be worn so that they are clearly visible.

In some circumstances it may not be practicable for Educators or other staff to wear the Service uniform such as during pregnancy or for religious requirements. In such cases, Educators and other staff should comply with the general presentation requirements and seek approval from the Coordinator or Approved Provider.

If the Coordinator determines that the Educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change his/her dress. In any circumstance that an Educator is requested to return home and change the coordinator will ensure that the Educator/child ratios of the Service are maintained.

Educators who leave the employ of the service will be required to return all Service uniform shirts in a clean and laundered state. Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the Coordinator for disposal.

Personal Protection Clothing

The Service will ensure that uniform shirts supplied comply with recommended Sunsmart guidelines and include a collar and mid-length sleeve.

In order to comply with the Sunsmart Policy of the Service, Educators and other staff will be required to wear a broad-brimmed hat when outdoors. Educators will be responsible for supplying their own broad-brimmed hat and ensuring it is at the Service when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear. All footwear must meet the work, health and safety requirements of the service and be conducive to active participation with the children.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

Work, health and safety requirements must be considered when determining if excessive jewelry, jewelry, body piercings and/or other accessories worn by Educators are appropriate when working with children. Educators will be encouraged to:

- wear small sleeper or stud type earrings; and
- minimise the wearing of large or protruding rings; and
- minimise the wearing of long, dangly necklaces; and
- minimise the amount of jewelry worn when working with the children.

To ensure their safety and that of the children and colleagues, Educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and/or embellishments.

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that their:

- hair is clean and tidy;
- personal hygiene includes deodorant and/or antiperspirant;
- choice of clothing is laundered and kept in good repair.

The Service acknowledges the Educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for Educators to ensure that:

- all piercings comply with the service's work, health and safety requirements; and
- tattoos visible to children and families are non-offensive.

- Tablelands Regional Council. (2014, December). *Staff Uniform and Presentation Policy*. Retrieved from Tablelands Regional Council:
<http://www.trc.qld.gov.au/sites/default/files/Staff%20Uniform%20and%20Presentation%20Policy.pdf>
- University of Wollongong. (2014, February). *Educator Dress code Policy*. Retrieved from UniCentre - University of Wollongong:
<http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146232.pdf>

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17/8/21	13/9/21	30/7/24

8.22 Educator Interactions with Families -Professional Boundaries

The Service acknowledges that throughout the course of providing education and care to children, Educators develop trusting and supportive relationships with families. These relationships have been known to extend beyond the professional boundaries of the Service. This policy outlines the procedure for managing the connection between professional boundaries and personal relationships to ensure the safety and wellbeing of all stakeholders.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Duty of Care;
- Code of Conduct;
- NQS Area: 4.2.1; 5.1.1; 5.2.3; 7.1.2; 7.3;
- Policies; 8.1–Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.9 – Employee Code of Conduct, 8.10 – Employee Orientation and Induction, 8.14 – Employee Online Social Networking, 9.3 – Communication with Families.

Procedures

Educators who are personally friendly or are in existing relationships with family members of children who attend the service (such as brother, sister, aunt, uncle, etc.) shall declare such relationships to the Coordinator so that professional boundaries and expectations can be clarified.

On occasion, Educators may be requested by families to attend personal events (such as birthday parties) or to provide Services for their children such as babysitting. To this end, the following protocols shall apply:

- Educators who are requested to attend personal events or to provide services (such as those mentioned above) will be required to disclose these to their employer (date, location and time) and whether they choose to attend.

- any employee/employer arrangements made between an Educator and the family shall be completely independent of the relationship between the Service and the employee.
- the conduct of the Educator is not guaranteed by the Service for any work conducted outside of the service. This includes references to suitability checks and employment history.
- Educators will be cautioned about taxation and income declaration implications should the engagement of Services involve payment.

Educators engaged by families to provide private child care services outside the Service operating hours will be encouraged to maintain ethical practices and standards including:

- maintaining confidentiality, respect and the families right to privacy; and
- demonstrating behavior that enriches the provision of care and advances the OSHC profession

Families will be provided with information (by way of fact sheet) about child grooming to ensure they are able to make an informed decision. This may include undertaking independent suitability checks.

Families will be encouraged to use reputable babysitting/child minding agencies to provide such Services should they need care outside of Service operating hours.

References

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front11-fa-toc~drugtreat-pubs-front11-fa-secb~drugtreat-pubs-front11-fa-secb-2~drugtreat-pubs-front11-fa-secb-2-3>

<http://careers.socialworkers.org/documents/Professional%20Boundaries.pdf>

Date of Development/review	Date Ratified	Date to be Reviewed
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8.23 Equal Opportunity and Anti-discrimination Policy

The service works to ensure that all decisions made promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, and from sexual harassment and certain associated objectionable conduct. This document details the procedures and steps taken to promote both equal opportunity and anti-discrimination in the workplace.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Anti-Discrimination Act 1991 (QLD)
- NQS Area: 4
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.5 – Volunteers, 8.7 – Workplace Harassment and Bullying, 8.10 – Employee Orientation and Induction, 8.19 – Employee Counselling and Disciplinary Procedures.

Procedures

In accordance with the Anti-Discrimination Act 1991 (Qld) the prohibited grounds of discrimination on the basis of certain attributes includes discrimination on the basis of the following attributes:

(a) sex; (b) relationship status; (c) pregnancy; (d) parental status; (e) breastfeeding; (f) age; (g) race; (h) impairment; (i) religious belief or religious activity; (j) political belief or activity; (k) trade union activity; (l) lawful sexual activity; (m) gender identity; (n) sexuality; (o) family responsibilities; (p) association with, or relation to, a person identified on the basis of any of the above attributes.

When making decisions in regards to the workplace and workers, the executive and managers will demonstrate thoughtful decision making processes to minimise the potential for discriminatory practices of either a direct or indirect nature.

The executive and managers will ensure that all workers are treated on an equal opportunities basis having regard to the need and capacity of the business and any unreasonable hardship that may result as either an intended or unintended outcome of decisions.

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8.24 Payment of Employees

The Approved Provider as the employer acknowledges the importance of ensuring that employees receive their correct payment of wages in a timely and efficient manner.

Relevant Laws and other Provisions

- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Fair Work Act 2009
- Policies: 8.3 - Recruitment and Employment of Educators, 8.11 - Employee Leave Policy, 8.12 -Employee Performance Monitoring, Review and Management

Procedures

Award compliance

A current copy of the relevant award shall be available at the Service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The Service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Payments to employees

Employees will be required to submit a timesheet for approval to the employer or the employer's delegate by each fortnight on a Friday.

The timesheet will be reviewed within a 24-hour period and processed once approved.

Incomplete and inaccurate timesheets will not be approved and the employee will be requested to rectify the oversights within a reasonable timeframe.

Intentionally inaccurate timesheets may be considered fraudulent when hours claimed to have been worked, have not been worked.

Claims for additional hours must be approved by the employer prior to being worked, other than in the event of an emergency or unforeseen event such as a parent being late to collect a child. Additional hours will be accrued as TOIL and taken in accordance with the award.

Pay slips will be forwarded to an employee within one day of their pay being processed.

PAYG (Pay as You Go) summary, as required by the Australian Taxation Office, will be issued to employees at the end of each financial year recording the full years' worth of pay received from the employer.

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17/8/21	13/9/21	30/7/24

8.25 Employee Remuneration and Entitlements

The Approved Provider recognises the value of a high-quality workforce and acknowledges the contribution that pay and conditions have on employee satisfaction and performance. The Approved Provider/Employer will ensure that all employees are appropriately remunerated and receive entitlements in accordance with conditions that are no less than those prescribed in the relevant award.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 4.2.1; 7.1; 7.3.

- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

Award compliance

A current copy of the relevant award shall be available at the service in a location accessible to employees.

All minimum conditions prescribed under the award shall be complied with.

The service may seek membership with an appropriate advisory body in dealing with industrial relations matters.

Negotiated above award conditions

To ensure the Approved Provider is able to provide a competitive employment arrangement recognising outstanding and/or exemplary performance including the capacity to retain qualified, experienced and skillful employees, as the employer, they may enter into negotiated arrangements with above award conditions for employees. In making such a decision, the employer will consider:

- Performance;
- Experience;
- Qualifications;
- Skills and knowledge;
- Efforts;
- Quality;
- Client satisfaction;
- Compliance history;
- Business, educational and change leadership; and
- Innovation and strategic planning.

Remuneration of the Responsible Person

Generally, remuneration as the Responsible Person is taken into account for award payments aligned to Coordinator/Director and Assistant Coordinator/Director roles.

Employees remunerated at lower levels who are asked to, are deemed capable of and agree to act as the Responsible Person-in-Charge, shall be remunerated an hourly award-based payment for acting in such a role as determined appropriate.

Entitlements and allowances management

Employees shall be paid entitlements and allowances in accordance with the Award. Employees shall be required to submit an entitlement and allowance claim form with their timesheet in the relevant pay period.

Kickbacks and Rewards Programs

Employees shall not be permitted to obtain any personal benefits such as kickbacks and rewards programs from purchases made by the employer for resources, equipment or other goods. All rewards programs connected with the Service shall be for the sole use of the Service unless otherwise approved by the employer.

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8.25.1 Entitlement and Allowance Claim Form

Employee name: _____ Position: _____

Date	Travel from (starting point of journey):	Travelling to (destination):	Reason for travel (official business)	Km travelled	Office use only	
					Rate	Total
Date	Entitlement/ Allowance	Rate	Reason for entitlement	Days claimed		

Signature of Employee _____ Authorised by _____ Date _____

Date Development/review	of	Date Ratified	Date to be Reviewed
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8.26 Higher Duties

The Approved Provider acknowledges that educators will from time to time be requested to act as the Responsible Person in Charge. In accordance with the Service's policy for determining the Responsible Person, it is acknowledged that an educator must provide informed consent prior to undertaking this additional responsibility. Those educators who provide consent to act in this position shall be remunerated at a level consistent with the additional responsibilities.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

The educator shall be provided with a clear position description that defines the differences in the responsibilities between the role of the educator and the additional duties of the responsible person in charge.

The educators performing higher duties must give their signed consent to undertaking this additional responsibility and this will be maintained on the service's Staff Record.

Remuneration for educators performing higher duties will be calculated as per the relevant award.

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8.27 Employee Assistance Program

The Approved Provider acknowledges that educators may from time to time need emotional or psychological support. An Employee Assistance Program (EAP) will be accessed and made available to employees when/as the need for counselling arises. This Service will be free, professional and confidential for employees.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Family and Child Commission Act 2014
- Relevant Awards including:
 - Children's Services Award 2010
 - Parents and Citizens Associations Award – State 2016
 - Education Services (Schools) General Staff Award 2010
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011

- NQS Area: 4.2.1; 7.1; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- Policies: 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.18 – Employee Retention Policy, 10.1 – Quality Compliance, 10.6 – Service Supervisor Certificate Policy, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

Professional counselling from the designated Employee Assistance Program (EAP) will be sought to assist staff members through both personal and work-related problems, including:

- Work pressure issues;
- Emotional stress, anxiety, conflict, tension, and depression;
- Separation, divorce, or relationship difficulties;
- Child and family issues;
- Personal trauma;
- Grief and bereavement;
- Health and lifestyle issues (including drugs, alcohol and gambling); and
- Financial and legal referral.

All support will be provided by qualified, experienced professionals with extensive training in counselling and workplace consulting.

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8.28 Transition from Casual Employment Engagement

The Approved Provider recognises its employees, particularly casual educators, may seek to have increased stability of their employment. Likewise, OSHC appreciates the corresponding advantages to the continuity of care and impact on employee wellbeing as a result of a more routine and ongoing employment arrangement.

All requests made to the Approved Provider will be considered on their individual merits and be based on reasonable business needs. The Approved Provider will undertake a fair assessment, balancing employee's wishes and the OSHC business needs when deciding on the feasibility of a transition application.

Relevant Laws and other Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Industrial Relations Act 2016 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- National Quality Standard, Quality Areas: 4 - Staffing arrangements; and 7 – Governance and leadership.
- Policies: 8.3 Recruitment and Employment of Educators

Procedures

Request to Transition from Casual

1. A casual employee seeking to transition to a part or full-time engagement must make their request in writing (email) to the Approved Provider.

2. The Nominated Supervisor should, without prejudice, support casual employees to submit their request to the Approved Provider for determination.
3. Requests by the employee should include the following details:
 - a. Type of engagement the employee is seeking (part or full-time).
 - b. Where the request is for part-time, the number of hours per week the employee is seeking.
 - c. The reason for the request.

Decision-Making

1. The Approved Provider will acknowledge receipt of the employee's request and communicate potential timeframes for decision-making. The Approved Provider should, unless the circumstance does not permit, make a determination with 21 days (consistent with flexible work arrangement requests).
2. The Approved Provider in considering the request will assess both merit and feasibility including:
 - a. The length of employment.
 - b. Level of qualification.
 - c. Employee's performance, conduct, and work history.
 - d. Financial impact and sustainability.
 - e. Impact on rostering and staffing composition.
3. The Approved Provider may:
 - a. grant the request
 - i. in full;
 - ii. in part (offering a fixed-term contract or fewer hours than requested); or
 - iii. subject to condition (such as a change in responsibilities).
 - b. refuse the request (only on reasonable grounds).
4. The Approved Provider will give the employee written notice of the decision including the reasons for the decision, where relevant.

Offer to Transition from Casual

1. The Approved Provider recognises an obligation to assess and offer a transition from casual to permanent employment where there is capacity to accommodate ongoing stability.
2. The Approved Provider is committed to review the capacity for permanency where there has been regular and systematic employment of educators demonstrated sound performance.
3. The Approved Provider is committed to consultation around any significant workplace changes and will communicate relevant considerations - gathering employee's perspectives in making employment decisions regarding current employees.
4. Casual employees will not be compelled towards accepting a permanent role. However, they may be asked to confirm their preferred engagement as being casual, if they choose to continue their employment under these terms.

Conflicts of Interest

Where a conflict exists between the Approved Provider and the employee, in relation to a request detailed in Policy 8.28, then the relevant procedures in Policy 8.3 *Recruitment and Employment of Educators* will be followed

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8.29 Working with Children Check (Blue Card) Management

The service must ensure individuals associated with the operations and working directly with children hold a positive notice (or exemption) Blue Card (Working with Children Check). The service will maintain records to ensure the probity of all relevant persons and compliance with statutory obligations.

Relevant Laws and other Provisions

- Working with Children (Risk Management and Screening) Act 2000

- Education and Care Services National Law Act, 2010 and Regulations 2011
- A New Tax System (Family Assistance) Act 1999 (Cth)
- Australian Government Child Care Provider Handbook
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children's health and safety; 3 – Physical environment; 4 - Staffing arrangements; 5 - Relationships with children; 6 - Collaborative partnerships with families and communities; and 7 – Governance and leadership.
- Policies: 2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm; 8.3 Recruitment and Employment of Educators; 8.5 Volunteers; 10.1 Managing compliance with the National Quality Framework (NQF); 10.32 Appropriate Governance

Procedures

Positive Notice Requirements for Employees, Volunteers and Governance

All employees, volunteers and executive members (Approved Provider members) of management must hold a current and valid Positive Notice for Child Related Employment Blue Card before starting any engagement.

As of 31 August 2020, prospective paid employees will not be engaged to work at the service without being in receipt of a current blue card. Evidence of a valid card must be submitted to the service before being engaged in any employment.

Linking Blue Cards to the Organisation

All individuals requiring a Blue Card will be linked to the organisation. Once set-up with an Organisation Portal, the Approved Provider or Nominated Supervisor will be able to link an employee to the organisation.

This must be done prior to starting at the service.

The Approved Provider will be responsible for allowing and managing Organisation Portal Access.

Blue Card Register

A blue card register will be maintained at the service containing the copies of blue cards of all employees, volunteers and executive members of management. The register will be referred to by the Nominated Supervisor/Administrator on a regular basis to track expiry dates.

Renewal Monitoring

The Nominated Supervisor will confirm the upcoming Blue Card expiries on the first day of each month. By using either the Organisation Portal or phoning Blue Card Services (1800 113 611) all Blue Card with expiries within the next 8 weeks will have the renewal status confirmed. As long as an individual submits their renewal application before their current card expires, they will be able to continue in their relevant role.

Police History Changes

It is no longer a requirement for organisations to notify Blue Card Services of employee police history changes, Blue Card Services will notify Employers when appropriate.

Exiting Employees and Volunteers

The Nominated Supervisor (or where relevant, the Approved Provider) will notify Blue Card Services when a person leaves their engagement with the service via the Organisational Portal (or other appropriate means in the absence of portal access)

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8.30 Employees Working from Home

On occasions, employees may be provided with the opportunity to complete administrative, clerical or computer-based work from their own home. The provision of this flexibility will be at the discretion of the Approved Provider. Employees offered work from home duties must complete a relevant assessment to ensure the work environment and practices support the health and safety of the employee.

The employee will be supervised remotely by their manager, and this could include video teleconference, emails or phone calls to update on progress and report any critical information. The employer recognises their duty to ensure all workers, including those working from home are protected from harm as so far as reasonably practicable.

Where the employee cannot fulfil the requirements to work from home safely or productively, the opportunity will be withdrawn.

Relevant Laws and other Provisions

- Work Health and Safety Act 2011
- National Quality Standard, Quality Areas: 4-Staffing arrangements; 7-Governance and leadership
- Policies: 6.3 Workplace Health and Safety; 8.9 Code of Conduct; 8.17 Fit for Work; 10.8 Information Handling (Privacy and Confidentiality); 10.9 Risk Management and Minimisation:
- Working from home WHS Checklist

Procedures

Steps to consider before allowing work to be conducted at home:

- Is it appropriate for the worker to work from home?
- Has an assessment (WHS checklist) been completed before the worker has commenced working from home?
- Have risks been identified? Have suitable control measures been adopted to address these risks?
- Does the worker have an understanding of the policies and safe operating practices?
- Does the worker have adequate equipment and resources to work from home without risk to health?

Only if the Approved Provider is satisfied all conditions have been met will the employee be provided with approval to work from home.

Managing Electrical Risks

All electrical appliances (computers, printers etc.) have a risk of causing injury. The Approved Provider may not have the capacity to provide devices for each employee. Therefore, employees will have an opportunity to use their personal device for some aspects of their work.

When using devices for work, the employee is to reduce the risk of electric shock by ensuring their equipment is in good repair and working order. The home will need to have an electrical safety switch (RCD) installed. These have been compulsory in Qld since 1992. Power boards must not be overloaded with double adapters or (an) additional power board/s.

Ergonomic Risks

Poor posture and repetitive movements can cause soft tissue injuries. Employees must take a proactive approach to ensure they are well positioned while completing clerical/administrative duties. The WHS checklist must be completed to ensure the workstation is designed in a way that supports employees to be protected from physical injury. Employees should have:

Chair and desk	<ul style="list-style-type: none">• Feet on the floor or footrest• Back supported• Arms, neck and shoulders should be in a comfortable position
Keyboard and mouse	<ul style="list-style-type: none">• Be positioned in front of the worker so that their wrists can be kept in a neutral position• Remain relatively stable during operation
Monitor	<ul style="list-style-type: none">• Placed directly in front of the worker and positioned approximately an arm's length away• Worker's eye level should fall within the top third of the screen when the worker is looking straight ahead• The screen should be placed in a location that reduces glare

Emergency Supports

The employee must have adequate access to medical and emergency assistance, such as a fire or medical incident. This should include:

- First aid kit
- Smoke alarm
- Emergency fire equipment (extinguisher or blanket)
- Clear and unobstructed exits
- Communication equipment (including phone numbers/details)

Work Practices

Workers should:

- take regular breaks to reduce fatigue (i.e. standing at least every hour)
- understand manual handling techniques
- have support available to manage stress (can contact manager)

Employees working from home will be able to address any safety issues with their manager or the Approved Provider at any time. Employees must continue to monitor for safety issues and report these immediately to their manager for resolution.

While working from home, the Service's policies and procedures will apply. Employees must ensure their conduct is consistent with the expectation of the Service while working from home.

Working from Home WHS Assessment

Use this checklist to assess the risks to health and safety of working from home arrangements. This checklist is suitable for clerical, administrative and computer based duties which can be performed at a home office/study.

Employee Name:	
Employee Position:	
Proposed worksite address/location:	
Date of assessment:	Click here to enter a date.

WHS Checklist

Item		Acceptable	Improvement required	N/A	Comments
Workstation Setup	Chair				
	Chair is positioned to support the person's back and spine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Seat height ensures the person is in a comfortable position, particularly arms, shoulders and neck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Feet are flat on the ground (or on a footrest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Mouse and Keyboard				
	Mouse is on the same surface and directly next to the keyboard without the worker having to stretch to reach it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Distance from the keyboard allows worker to relax shoulders and have elbows close to the sides of the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Monitor				
	Line of sight and top of monitor should be in line, or monitor can be slightly lower than eye level. Note: workers with bifocal lenses may need their monitor lowered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitor is positioned to avoid glare from other sources of light such as windows/other strong light sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Distance between the worker and the monitor should be approximately an arm's length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Monitor and keyboard are placed directly in front of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Practices & Physical Activity				
Worker is able to stand up at least once every hour and take breaks from using the keyboard every 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tasks can be varied frequently to avoid continuous computer use over long periods of time, i.e. regular and appropriate breaks are taken when completing repetitive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workers stretch, change posture, and/or change tasks while on a break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workers' wrists remain straight whilst typing and are not supported by any surface while typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Any lifting, pushing, or carrying activities or similar are within the physical capability of the person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Posture while sitting at desk/computer is upright or with minimal recline, maintaining slight lumbar curve in lower spine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working Environment				
Suitable ventilation and appropriate room temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Illumination level and positioning of light fixtures are suitable and comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work space is separated from other household hazards such as hot cooking surfaces in the kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clear workspace that is free from tripping hazards and clutter such as boxes, electrical cords and inappropriately placed furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Floor coverings are safe and non-slip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical Safety				
Any electrical equipment safe and in good working order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Earth leakage circuit protection (circuit breaker) is in place for work related equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Power outlets are not overloaded with double adapters and power boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Individual				
The worker's fitness and health are suited to the task(s) to be undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Any special needs to ensure health and safety are accommodated (insert details in comments column)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety Compliance				
First-aid kit on hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Smoke detector installed in the work area and properly serviced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fire extinguisher or blanket on hand and understanding of appropriate response in the event of a fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A telephone is readily available to allow effective communication in emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency contact numbers and details are known and has specific numbers for organisation contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Incidents are reported promptly to appropriate supervisor and incident report completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency preparedness				
Path to the exit is reasonably direct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Path to the exit is adequately wide and free of trip hazards and obstacles to allow unobstructed passage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall rating of safety risk				
(High, Med, Low)		Comments		
Are any hazards identified? What actions are required?				
Agreed Practices				
<ul style="list-style-type: none"> The employee will complete tasks as directed by the employer. Any issues or concerns will communicated in a timely manner; The employee will participate in online communication through agreed platforms, such as video conference and email; The employee will carry out a daily assessment of the home work environment to ensure standards are consistent with this assessment. The employee is committed to ensuring their own safety and identify any potential hazards; The employee understands it is their responsibility to comply with the service's WHS policy within their home; and Review the process on a regular basis to determine it continues to be both reasonable and safe. 				
Employee Signature			Date	Click here to enter a date.
Employer Signature			Date	Click here to enter a date.

Date of Development/review	Date Ratified	Date to be Reviewed
17/8/21	13/9/21	30/7/24

POLICY GROUP NINE:

Collaborative Partnerships with Families and Communities

9.1 Access

This Service is available to all school age children and is primarily for those whose parents work or study. The program is designed to include children irrespective of backgrounds e.g. cultural, religious, gender, disability, marital status and income. All areas/members of the community are respected, valued, catered for and encouraged to be involved in the operation of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Child Care Services Handbook (for current year);
- Duty of Care;
- NQS Area: 1.1.5; 3.1.3; 4.2.1; 6.1.1, 6.1.3; 6.3.1,6.3.3; 7.1.1; 7.2.1; 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.11 – Including Children with Special/Additional Needs, 9.2 – Enrolment, 9.3 – Communication with Families.

Procedures

The Service and its employees will promote equality, cultural diversity and will be actively encouraged to understand individual children's backgrounds and provide opportunities and sensitivity to their needs.

To enable children with special/additional needs to attend, the service will facilitate access to inclusion and support assistance as necessary.

To enable children to participate in the range of activities at the service, the Co-ordinator will invite and encourage all parents/guardians and their child to meet with educators regularly to review and evaluate how the Service is meeting the needs of the particular child.

Priority for places at the service is given to primary school age children between Prep and Grade 6.

If demand for places provided at this Service exceeds approved places, priority of access will be given based on guidelines provided by the Department of Education Children's Services Handbook (<https://www.education.gov.au/priority-allocating-places>):

- Priority 1 – A child at risk of serious abuse or neglect
- Priority 2 – A child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999

- Priority 3 – Any other child

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$43,727 for 2015-2016, or who or whose partner are on income support
- Children in families from non-English speaking background
- Children in socially isolated families
- Children of single parents

A priority 3 child will only be asked to vacate a place to make room for a child with a higher priority if:

- The family has been notified of the priority of access requirements and that your Service follows this policy when the child first entered care; and
- The family is given at least 14 days' notice of the need for the child to vacate the place.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.2 Enrolment and Orientation

Policy Statement

The service acknowledges its duty to ensure accurate and relevant information relating to the specific needs of each child is recorded and available. The service enrolment process upholds its responsibility to obtain information in relation to the provision of quality education and care.

In addition to collecting enrolment information, the entry of a family into the service is supported by a welcoming orientation process. The service recognises that this is a critical step in forming a collaborative partnership with parents, children and families. The service is committed to ensuring families are provided with relevant information and knowledge to the service's program, routines, policies and practices.

Accessing sessions of care is a two-part process, complemented by the opportunity to access Child Care Subsidy payment for those entitled. Enrolment is the first step for families. Once enrolled, families can then book sessions of care. In a practical sense, the request for bookings may be submitted concurrent with enrolment, however, these are distinct processes and enrolment must be finalised before education and care can be provided.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.171 Offence relating to direction to exclude inappropriate persons from education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.90 Medical conditions policy
 - R.92 Medication record
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
- **National Quality Standard, Quality Areas:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Department of Education - [Child Care Provider Handbook](#)
- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)

Related Policies and Procedures

[Example 1.1 Excursions](#)

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.5 Infectious Diseases](#)

[Example 2.6 Medical Conditions in Children](#)

[Example 2.7 Emergencies and Evacuations](#)

[Example 2.8 Safe Arrivals and Departures of Children](#)

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 2.10 Nutrition, Dietary Requirements, and Food Safety](#)

[Example 6.2 Acceptance and Refusal of Authorisations](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

Example 7.2 Privacy and Confidentiality of Records

Key Tasks and Responsibilities

Managing Enquiries	The Nominated Supervisor will communicate the enrolment procedures and requirements to families.
Enrolment acceptance	The Nominated Supervisor will review enrolment information and assess the need for additional information and supporting documents. Once the Nominated Supervisor is satisfied of the service's capacity to care for the child and all relevant information is submitted, they can communicate acceptance to the parents.
Orientation	The Nominated Supervisor will implement an appropriate orientation process which includes the provision of a Family Handbook to inform families of the service's policies and procedures and key practices related to their child's participation and engagement in the service.
Record Keeping	The Nominated Supervisor is responsible for managing the collection, storage and maintenance of enrolment records, including authorisations and health information.

Procedures

OSHC Enquiries

The Nominated Supervisor is the key contact for parents interested in accessing and enrolling into the service. All new parents and families will be invited to meet with the Nominated Supervisor (or other delegate) to discuss the service's operations and program before commencing with the service.

Enrolment at this Service for children over pre-school age (but not yet started prep) is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Families wishing to enrol their child/ren into the service will be provided with a summary of relevant information about the service, which will outline key information for families when using the service. Families will be directed to information on how they can begin the enrolment process or ask further questions.

Applying for Service Enrolment

The enrolment process will commence when a new parent submits an enrolment form. The enrolment form **must be completed in full** and contain the following for **each** child requesting the service provide education and care for.

The enrolment form is accessed online via the service's website.

Details to be completed are:

- Full name, date of birth and address of the child.
- Gender of the child.

Name, address and contact details of:

- each** known parent of the child.
- any person who is to be notified of an **emergency** (if any parent cannot be immediately contacted).
- any person who is an **authorised nominee**¹.
- any person who is authorised to consent to **medical treatment** or **medication**.

- Details of any court orders, parenting orders² or parenting plans³ relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or details of any other court orders relating to the child's residence or the child's contact with a parent or other person.

- Language used in the child's home.
- Cultural background of the child and, if applicable, the child's parents.

- Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs.
- Details of any dietary restrictions for the child.

- Health and medical information (Regulation 162) including the name, address and telephone number of the child's registered medical practitioner or medical service.
- if available, the child's Medicare number.

- Any **medical management plan, anaphylaxis medical management plan** or **risk minimisation plan** to be followed with respect to a specific healthcare need, medical condition or allergy referred to above
 - specific healthcare needs of the child, including any medical condition.
 - allergies, including whether the child has been diagnosed as at risk of anaphylaxis

- The immunisation status of the child⁴.

Agreement to the terms and conditions of enrolment, include authorisation for staff/service to:

- Obtain medical treatment from a medical practitioner, hospital or ambulance, and
- Transport a child by an ambulance.
- Apply/assist to apply SPR+30 sunscreen
- Take and/or display children's photographs

¹Authorised nominee - means a person who has been given permission by a parent or family member to collect the child from the education and care service.

²Parenting Order - means a parenting order within the meaning of section 64B(1) of the Family Law Act 1975.

³Parenting Plan - means a parenting plan within the meaning of section 63C(1) of the Family Law Act 1975, and includes a registered parenting plan within the meaning of section 63C(6) of that Act.

⁴Sighting Health Record - where a staff member has sighted a health record, a notation of the sighting.

Accepting An Enrolment

A child's enrolment **will not be accepted** unless all relevant information (as set out above) is completed in full by parents.

Prior to accepting an enrolment, the Nominated Supervisor will consider relevant information, including-

- Consideration of any priority of access or waiting list.
- The capacity and resources available to provide for the safety and wellbeing of the child(ren).
- The information relevant to the service's Infectious Disease policy and the child's immunisation status.
- Submission and refusal of authorisations as set out in the Acceptance and Refusals of Authorisations policy.

Additional Health or Medical Needs

Where enrolment records indicate a child has a relevant health or medical condition The Nominated Supervisor is to contact parents to coordinate obtaining/creating relevant plans set out in Children with Medication Conditions policy (management, risk-minimisation and communication plans).

Once the Nominated Supervisor is satisfied all enrolment information is submitted and the service can safely and adequately educate and care for the child(ren), parents will be informed of the accepted enrolment via email. Typically, confirmation of bookings is acknowledged concurrent with enrolment and communication will confirm the child's first attendance.

Conditions of Enrolment

The conditions of a family's OSHC enrolment are structured to safeguard the child and foster a supportive and transparent partnership between the service and the family. Continued enrolment is subject to adherence to relevant conditions, including but not limited to—

Supply of relevant information and authorisations, and

Following the policies of the service, including—

payment of fees,

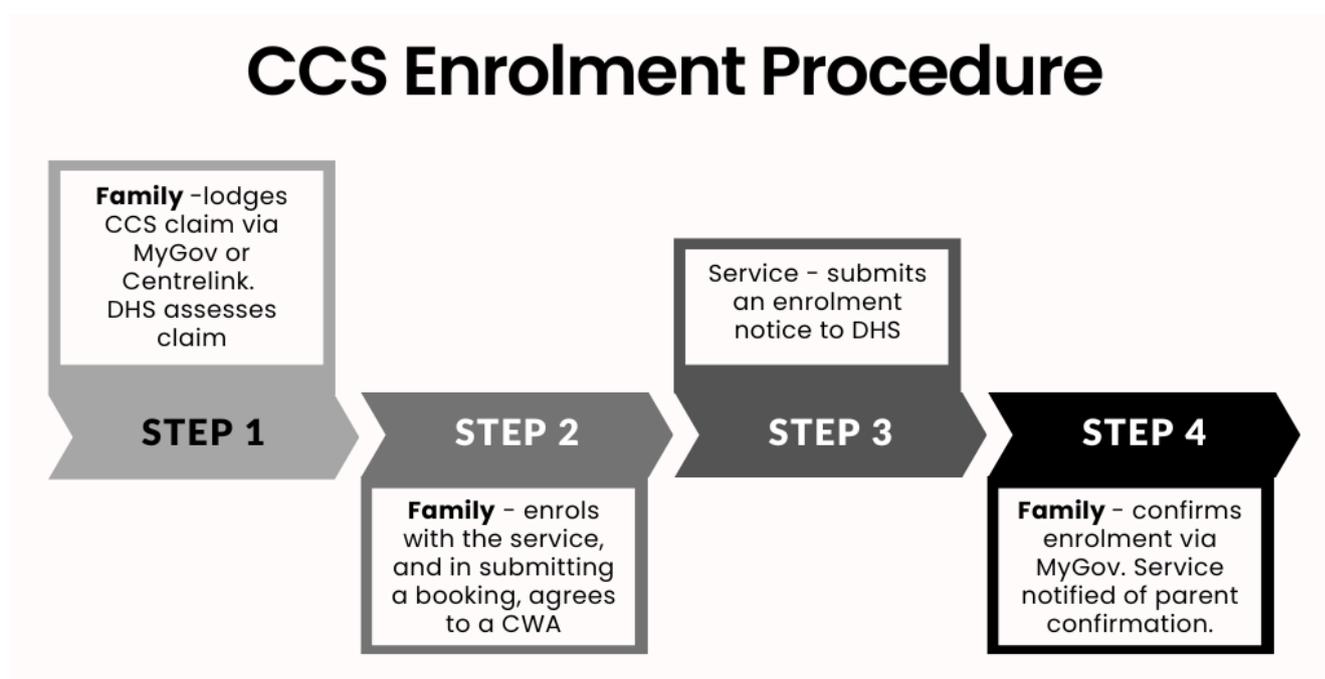
observing operational hours and communication requirements,

respecting protocols for sick children, and

the behaviour of children and parents.

Where a family does not adhere to these requirements, the service may suspend or cease enrolment. Any decision to suspend or cease enrolment is treated seriously and will be provided in writing, including setting out any matters required for re-enrolment.

Child Care Subsidy Enrolment (CCS Claim)



It is the responsibility of the parents to make a claim for CCS. The claim for CCS is initiated via either MyGov or Centrelink. Further information and guidance about submitting a CCS claim can be found at the Services Australia website.

The process for making a CCS claim involves communication between the family, the service and Centrelink/Department of Human Services. To ensure funds are applied in a timely manner, it is important parents respond to relevant communication.

Completing the Complying Written Arrangement (CWA) is a critical step and is the agreement on the pattern of care booked. The date the CWA is agreed to will be the start date of CCS

enrolment. Once the CWA is signed, the enrolment will need to be confirmed through MyGov as well.

Entitlements and details of absences are set out in the family's statement (see – [Example 7.4 Fees and Statements](#))

Record Keeping and Confidentiality

All enrolment records will be stored securely as outlined in the [7.2 Privacy and Confidentiality of Records policy](#). All information is only to be used for the purpose of which it is obtained. To remove any doubt, parents may access their enrolment information at any time.

Service Orientation

Understanding of the service's environment, routines, care and education practices are important for new families. When a new enrolment is accepted, parents should familiarise themselves with the Parent/Family handbook and the [Services Policies and Procedures](#). Should the parents wish to visit the service, the Nominated Supervisor will coordinate a suitable time. During a visit the service will—

- Explain the routine and program.
- Indicate key facilities like toilets etc.
- Explain the roles and responsibilities communicating with the service and collecting children.
- Discuss any medical or additional needs, and/or individual considerations to support the child.
- Answer any questions or concerns.

During a child's first attendance at the service the Nominated Supervisor/Responsible Person will sensitively support and welcome the child and take time to demonstrate the service's expectations, routines and facilities (including access to toilets, personal items, food, water etc.) in a manner that appreciates the child's needs and preferences. At the start of the year when cohorts of children are commencing, orientation steps may be completed in large groups.

The service recognises that starting at OSHC can be a significant step for some children. In acknowledging children wellbeing, an important orientation step will be showing children who they can approach and talk to if they have a concern or question (typically the Nominated Supervisor or Responsible People). All educators will ensure children are supported and welcomed, especially as they develop their engagement and orientation into the service.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

25/3/24	20/5/24	30/10/27
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9.3 Communication with Families

The Service recognises and acknowledges the importance of effective communication with families and strives to encourage their participation to enhance the Service provided. Families are welcome to attend the Service or talk to Educators during operation. We encourage families to voice any concerns in a way that will assist us to provide a better Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- NQS Area: 1.1.4, 1.1.5; 2.1.1, 2.1.4; 2.2.1, 2.2.2; 4.1; 4.2.1; 6.1; 6.2; 6.3.2, 6.3.3; 7.1.5; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.14 - Bookings and Cancellations, 3.4 – Homework, 3.5 – Excursions, 3.8 – Extra-curricular Activities, 3.11 – Escorting Children, 4.2 – Infectious Diseases, 4.6 – Medication, 5.2 – Food and Nutrition, 4.8 – Sun Safety, 4.10 – Anaphylaxis Management, 4.15 – Asthma, 9.2 – Enrolment, 9.5 – Complaints Handling, 10.4 – Fees, 10.8 – Information Handling (Privacy and Confidentiality), 10.12 – Information Technology, 10.18 – Court Orders and the Release of Children in Care.

Procedures

For new families at the Service, the first point of contact will be the Co-ordinator, Administrator or senior Educator, who will meet with the parents/guardians and the child to discuss the Service and the child's needs and to answer any questions.

On enrolment, a Family Handbook will be provided as part of the Service enrolment package. The information contained in this handbook is based on the Service Policies and Procedures and should be used as a reference.

Parents/guardians will have access to meet with the Co-ordinator by appointment, to discuss any issues or concerns with respect to their child and/or the Service. Information is available to families about their child which includes documentation of their child's learning, development, and participation in the program.

Information provided by families relating to their child's participation in the program will be documented and stored as appropriate.

Only approved persons are to enter the premises, an approved person is a person who has been given permission by the parent/guardian, Co-ordinator/Educators or Approved Provider.

The Co-ordinator will treat all enquiries and concerns, and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process, and can be rectified, will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

The Co-ordinator may refer families to information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents may also be communicated through:

- regular newsletters; and/or
- parent sign in and notice board area; and/or
- regular meetings between Co-ordinator/Educators and parents/guardians; and/or
- notices written by the Co-ordinator, and approved by the Approved Provider, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting; and/or
- blasts and notifications sent through the Service social networking site (if applicable).

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.4 Communication with Community

The Service recognises and acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- NQS Area: 6.2.2, 6.3.1, 6.3.3, 6.3.4; 7.3.1, 7.5.1;
- Policies: 8.14 – Employee Online Social Networking, 9.5 – Complaints Handling, 9.6 – Communication with Families, 9.7 – Community Engagement.

Procedures

The Co-ordinator is responsible to ensure that the Service holds current contacts and information on relevant community resources, and that Educators are made aware of them through regular team meetings and the Educator Handbook.

The Family Handbook makes it clear that families have access to information on relevant community resources for their children, and the Co-ordinator ensures that they are indeed available on request by parents/guardians.

Members of the community will have free access to meet with the Co-ordinator by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Service.

The Co-ordinator will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Service which are identified through this process and can be rectified will be taken in to account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.5 Feedback and Complaints

Policy Statement

The service recognises feedback and complaints can be essential to ensuring a high standard of education and care is provided to children accessing the service as well as the broader community. These mechanisms inform quality improvement practices, promote inclusive access to services required to meet the needs of individuals and uphold the rights of children and families.

The service acknowledges the right of children, parents, and others to raise a complaint about any issues that impact the service delivery or the quality of care provided. All individuals will be provided with accessible complaint procedures and information on opportunities to raise a complaint.

Concerns held by stakeholders can range in their level of severity/seriousness. The service's policy reflects this, recognising that **feedback** can be either positive, affirmative communication or alternatively observations about possible suggestions or improvements, whereas **complaints** are a more serious view that something is unsatisfactory or unacceptable. The service is committed to ensuring all claims are handled in a manner consistent with principles of natural justice. Individuals should be free to raise a complaint without fear of retribution or victimisation. The Approved Provider is committed to leading a culture that reflects an openness to address concerns held by stakeholders in a fair and reasonable manner.

The Approved Provider also recognises their duty to comply with the Human Rights Act (Qld) 2019 and when relevant follow Departmental policy in handling complaints relating to potential violations of any human right. Additionally, the Approved Provider recognises regulatory requirements to have an established complaints procedure, displaying contact information for complaints, and reporting allegations of the service's compliance with the National Law.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.172 Offence to fail to display prescribed information
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.157 Access for parents
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- [National Principles for Child Safe Organisations](#)
- Department of Education - [Child Care Provider Handbook](#)
- Human Rights Act 2019 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related Policies and Procedures

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 7.3 Managing Notifications](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Appendices and Forms

[Complaint Record](#)

Key Tasks and Responsibilities

Displaying complaints	The Approved Provider is responsible for ensuring the Nominated
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procedures	Supervisor has relevant complaint information that is appropriately displayed.
Listening to concerns	All educators, and especially the Nominated Supervisor and Responsible Person are responsible for exercising sound judgement in listen to concerns and feedback raised about the service or it's personnel. The information provided to the service should be treated with respect and seriousness to ensure relevant procedures are followed.
Investigating allegations	The Nominated Supervisor is primarily responsible for the initial handling and reporting of complaints. The Approved Provider is responsible for ensuring relevant management action is carried out to fairly investigate and respond to complaints raised.
Reporting allegations of non-compliance	The Nominated Supervisor will act on behalf of the Approved Provider to report relevant allegations of contravention of the National Law to the Regulatory Authority.

Procedures

Children

1. Children should be supported to express and raise concerns freely. Sensitivity may be required to fully understand the Children's perspectives and interests. Educators should demonstrate proactive openness to hear and understand the concerns and feedback raised by children.
2. All issues and concerns expressed by children will result in support and guidance by Educators, who will seek a timely and fair resolution.
3. Educators will communicate resolved and unresolved concerns to the Nominated Supervisor.
4. Where a resolution isn't immediately found, educators will model constructive behaviours and skills by assisting children to define the problem, its cause, discuss options and solutions, assess strategies and arrive at an agreed course of action.
5. Issues of a serious nature will be dealt with by the Nominated Supervisor and/or Approved Provider and in the appropriate forum.
6. Serious concerns raised by children will be communicated to parents at the earliest possible convenience, ensuring this is completed by the Nominated Supervisor or Responsible Person within 24 hours.
7. Serious concerns reaching the threshold for complaint may require incident reporting and notification to the Regulatory Authority (see [Example 2.9 Incidents, Illness, Injury, and Trauma policy](#) and [Example 7.3 Managing Notifications](#)).

Parents, Stakeholders and Employees

Awareness and Display of Complaint Procedures

Parents will be advised of the Feedback and Complaints Policy on enrolment. Details will be contained in the enrolment information. Details of the name and position of the person to whom complaints may be directed will be displayed in a prominent location. This will also include their contact information including telephone number and email address.

Feedback

Parent feedback is welcomed and encouraged. Parents are welcome to communicate their feedback constructively at any point. Where concerns cannot be immediately addressed, the Nominated Supervisor will follow up with the parents for discussion and steps to resolution. The person taking the feedback (Nominated Supervisor, educator etc.) should clarify if the person is indeed expressing feedback or if they would like to raise a complaint for further management and/or resolution

Complaints Process

1. Parents, stakeholders and employees may raise their complaint either verbally or in writing. Any staff member can receive a complaint. Details of the complaint should be directed to the Nominated Supervisor for initial handling.
2. The Nominated Supervisor will be the preferred contact for initial complaints. However, the complainant will have the ability to raise concerns with the Approved Provider directly.
3. The Approved Provider should be the contact for complaints where:
 - a. the complaint is about the conduct of the Nominated Supervisor.
 - b. the complainant is not comfortable to take the complaint to the Nominated Supervisor.
 - c. the complainant is not satisfied with the Nominated Supervisor's handling of the complaint.
 - d. the complaint is regarding a matter of administration, management or governance.
4. Any complaints relating to misconduct of a staff member will be handled in accordance with relevant underperformance or misconduct procedures.
5. All complaints raised are to be documented on the 'Complaints Record' and recorded in the 'Complaints Register'. These records are stored in accordance with the service's information handling policy – securely, maintaining privacy and confidentiality through password protection.
6. The Nominated Supervisor will notify the Approved Provider of any complaints. The Approved Provider and Nominated Supervisor will discuss and plan who is most suitable to fulfil the role of complaint handler. They should be free from bias, impartial, have the capacity to manage the complexity and conflict, and be suitable within the criteria listed above (item 3).

Where a complaint relates to the possible violation or restriction on a **human right**, the Approved Provider will report the details to the Principal for handling. Where the complaint is referred for Departmental handling, the service will be directed by Departmental representatives before proceeding further.

7. Matters of a complaint relating to compliance with the Education and Care Services National Law and/or Regulations or the quality of care provided are required to be notified to the Regulatory Authority. If in doubt, a representative should refer to the Regularity Authority for further guidance and/or assistance.
8. Where the nature of the alleged complaint is suitable to be managed by the Approved Provider (internally), the complaint handler will contact the complainant to discuss (within 48 hours), seeking to identify:
 - a. the nature and details of the complaint, or
 - b. the resolution sought.
9. Where a resolution can be easily addressed, the complaint handler will collaborate an action plan with the complainant and confirm the resolved status of the complaint. These items will be documented by the complaint handler and the complaint will be considered finalised.
10. Where resolution is not easily sought due to:
 - a. strong dispute of the nature of the complaint or objection to the allegations,
 - b. the conclusion will benefit from procedural fairness,
 - c. previous resolutions have been unsuccessful, or
 - d. there is a conflict of interest.

the Approved Provider will take steps to either mediate between the relevant parties (if appropriate) or investigate the matter to conclusion.

11. The complaint handler will notify the complainant of the intention to either undertake mediation or investigation. The complaint handler will also outline anticipated timelines of either process with the complainant at this point. All anticipated timelines should be reasonable in the circumstance.
12. The mediation or investigation may be facilitated by the Approved Provider or outsourced to a third-party. Any mediator or investigator appointed should be free from bias, impartial and have the capacity to undertake the task.
13. Where an investigation is undertaken - the investigator will gather relevant information, including statements from the complainant and/or additional information from relevant parties. The investigator's role is limited to establishing the facts based on the evidence at hand and the balance of probability. The investigator will report back to the Approved Provider addressing if they have found the allegation to be either substantiated or unsubstantiated.
14. The Approved Provider will review the findings of any investigation and provide an outcome to the complainant.

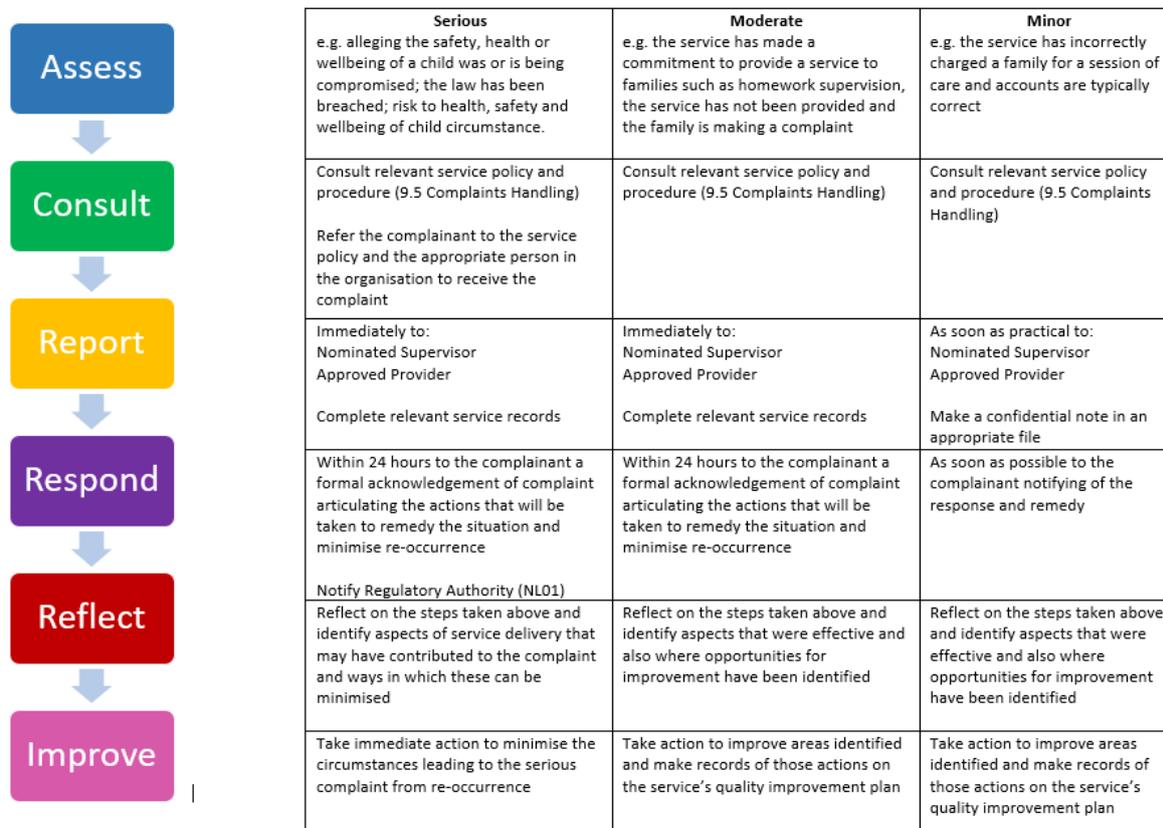
15. All finalised documentation and reports will be stored confidentially (see [Example 7.2 Privacy and Confidentiality of Records](#)).

Quality Improvement

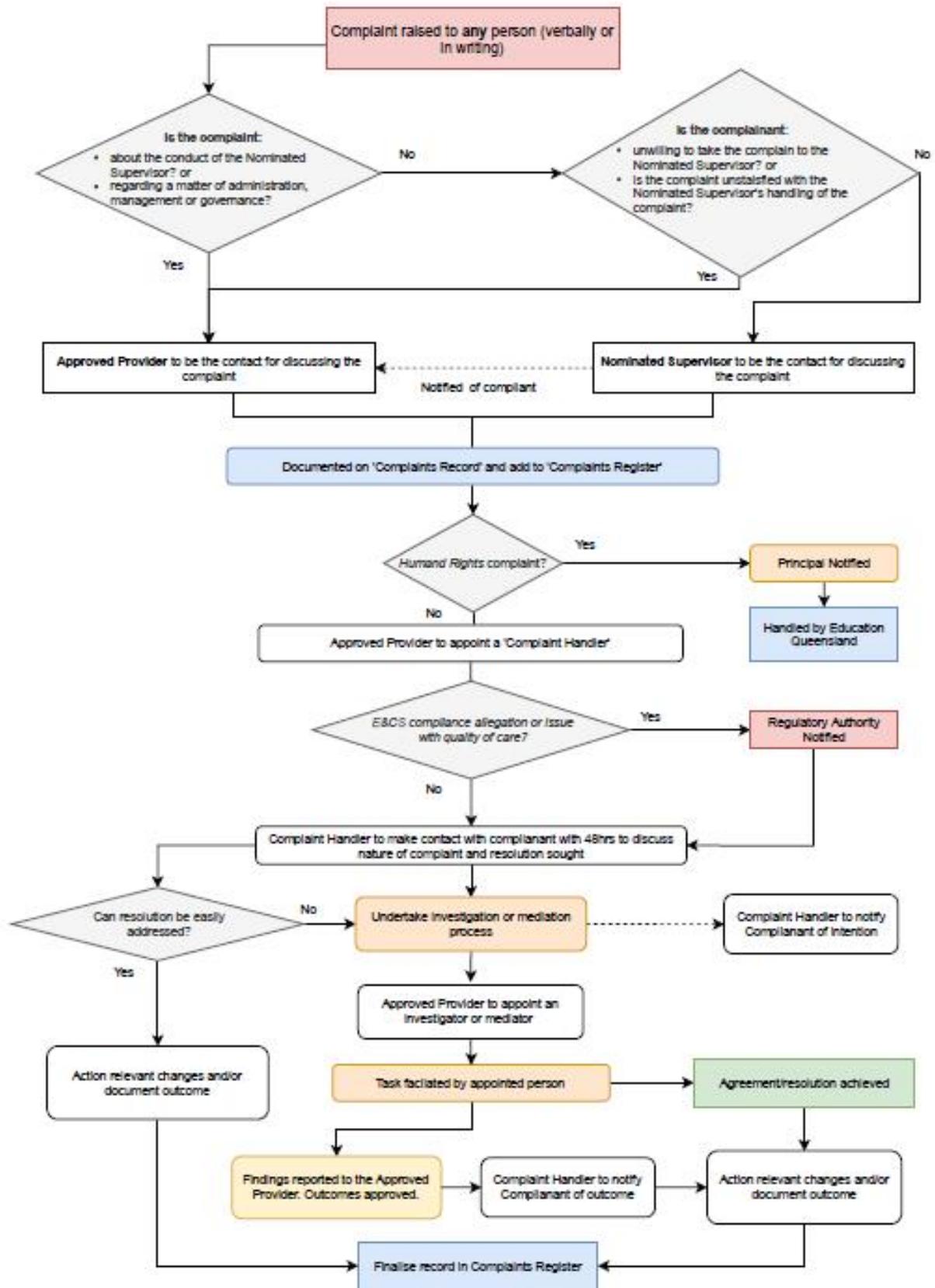
The Nominated Supervisor and Approved Provider will review the complaints register periodically to identify opportunities to enhance the quality and address systemic issues not yet identified.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24
25/3/24	20/5/24	30/10/27

9.5.1 Complaints Management Flowchart



Complaints Flowchart



Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.6 Parent and Community Participation

The Service values the important role that parents and the community take in the overall development, understanding and awareness of children. For this reason, the Service shall endeavour to encourage parent participation and engage with the local and wider community in mutually beneficial and supportive relationships in an effort to support children's lifelong learning and recreational enrichment.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Public Liability Insurance;
- Commission for Children, Young People and Child Guardian Act 2000;
- NQS Area: 2.2.2; 2.3.3; 4.2.1; 6.1.1,6.1.2; 6.2.1, 6.2.2; 6.3.1, 6.3.3, 6.3.4; 7.1.5; 7.2.1, 7.2.3; 7.3.2, 7.3.4, 7.3.5;
- Policies: 3.5 – Excursions, 8.5 – Volunteers, 9.3 – Communication with Families, 9.4 – Communication with Community, 9.8 – Parent Conduct, 10.9 – Risk Management and Compliance.

Procedures

Parents

The Service shall develop and implement strategies and processes through the enrolment form that identify:

- parent skills and interests suitable to the program;
- how such parent involvement will support the overall objectives of the Service and in particular program delivery; and
- when such parent skills and interests may be utilized as part of the program throughout the year;
- parents will be encouraged to participate in the Service through attendance at Management meetings and/or Service events.

Community

The Service shall develop and implement strategies and processes that identify:

- accessible Community Resources;
- the methods in which such resources can be utilized e.g. excursions, incursions, support activities etc;
- how such Community engagement will support the overall objectives of the Service and in particular program delivery; and
- when such Community resources may be able to be utilized throughout the year.

The Coordinator, Management and employees shall identify local and wider community resources, where mutually beneficial and supportive relationships require establishment or enhancement.

Families of the Service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

Date Development/review	of	Date Ratified	Date to be Reviewed
30/10/21		21/3/22	30/10/24

9.7 Management of Intoxicated or Persons Under the Influence

The following Policy and Procedure are written and described without prejudice:

On occasion, nominated and/or certified supervisors of the Service may need to exercise duty of care in managing particular situations. These occasions as described by such policy may include those in which it is suspected that children may be released into the care of intoxicated or under the influence persons. All persons considered or expected under the influence of drugs, alcohol or other substance that are under the employ (at the time) of the Service shall be referred to the "fit for work" policy and procedure. All persons who are not under the current employ of the Service shall be requested to follow the policy and procedure as described.

Under no circumstances would the Service recommend that unfit persons take on duty of care for children unless the following procedures have been duly considered.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Work Health and Safety Act 2011;
- NQS Area: 2.3.2; 4.2.1; 7.1.1, 7.1.2; 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 8.10 –

Employee Orientation and Induction, 9.3 – Communication with Families, 9.8 – Parent Conduct.

Procedures

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:

- understand and follow all laws regarding the collection and care of school age children and any individual Service laws that they select of their own accord to use.

Should the Co-ordinator or other senior employee reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- make attempt to discuss concerns with parent, guardian or authorised person;
- if not parent, then make attempt to contact parent to discuss concerns;
- only release the child if required to by law;
- call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

Date Development/review of	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.8 Parent Conduct

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The Service expectations of parent conduct while attending the Service are clearly explained in the parent information package and are further supported by this policy.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 7.3 – Harassment and Lockdown, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.6 – Parent and Community Participation, 9.7 – Management of Intoxicated or Persons Under the Influence.

Procedures

Parents shall be expected to communicate appropriately with all Educators while dropping off or collecting their children, or other children as permitted to and from the Service.

Appropriate communication shall include, but not be limited to:

- appropriate language; and
- calm and considerate tone.

Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, they shall follow appropriate grievance procedures as outlined in this manual.

Parents who consistently breach the conduct expected of them while engaging with the Service may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the Service.

The police may be notified if Parent conduct within the Service is threatening or violent.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.9 Acceptance and Refusal of Authorisations

Policy Statement

The purpose of this policy is to set out the comprehensive process for collecting and managing authorisation, especially those that are sensitive to the needs of children and their families. Written authorisations from parents or authorised nominees help to ensure that the health, safety, wellbeing and best interests of all children are met. Through the authorisation process, parents are informed of risks associated with a matter, and can make an informed choice whether or not to proceed.

Required Authorisations

The service will only accept an enrolment for a child where the parent has authorised the service to seek medical treatment for children and transportation by an ambulance service (Regulation 161). A parent failing to submit this authorisation will not have their enrolment progress. Likewise, an enrolment will be cancelled, where the authorisation is retracted.

There is also a responsibility to obtain authorisations from parents, or potentially, an authorised nominee for:

- administering medication to children (Regulation 92 and 96)

- children leaving the premises in the care of the parent or the authorised nominee (Regulation 99)
- excursions (Regulation 102)
- transport provided or arranged by the service (Regulation 102D)
- sharing information or records with others (Regulation 181)

Where an authorisation is required for a specific action/procedure to occur, the authorisation must be provided in writing before the service can carry out the task, except for emergency medication administration, where verbal consent can be provided (Regulation 93(5)).

Additional Authorisations

From time-to-time, the service may also seek to have informed consent and authorisation for aspects that intersect programming or other elements of education and care (such as displaying photos). The service will make every effort to include families in the decision-making process and provide relevant information to assist in providing an informed decision.

Where there is a service or regulatory requirement for an authorisation, the service will require it in writing. All written authorisations (and/or documented refusals) will be handled in accordance with the service's Privacy and Confidentiality of Records policy and retained with enrolment records.

Refusal of Authorisation

While parents can decide to not provide an authorisation, depending on the nature of the refusal, it may implicate the ability of the service to educate and care for a child. Where a parent refuses authorisation, the service reserves a right to also refuse care.

The service will also maintain their duty for the safety and wellbeing of children. Notwithstanding a parent's authorisation, if the service believes the action would jeopardise a child's safety and protection, where it is lawful, they may reserve the ability to refuse the parent's authorisation (e.g. leaving the service in a dangerous manner).

Key Tasks and Responsibilities

Collecting Authorisation	The Nominated Supervisor is responsible for ensuring all required authorisations have been provided to the service.
Refusing Authorisations	The Nominated Supervisor is tasked with being the primary decision-maker for refusing relevant authorisations on reasonable grounds. Should parents be unsatisfied, they can request review by the Approved Provider.

Maintaining Records

The Nominated Supervisor will maintain the storage of relevant written authorisations.

Procedures

Authorisations for Enrolment

A family's enrolment is subject to the authorisation for the consent of medical treatment, including transportation via ambulance. No enrolment will be accepted without the signed agreement of a parent in the enrolment form.

Additionally, upon enrolment, the parent will have the opportunity to provide authorisation for:

- other persons to collect their child(ren) (authorised nominee),
- emergency contact persons, and/or
- regular outings (if applicable).

Upon completing the enrolment form, the parent will be promoted to agree to the service's terms and conditions of enrolment, which may include-

- Sharing relevant information with school representatives around the care of their child, including—
 - Health and wellbeing information.
 - Significant behaviour incidents.
 - Absences due to sickness or illness.
- Photos of their child taken to document learning outcomes and significant events as part of the program being displayed within the service to showcase children's learning.

Additional Authorisation

In caring for children and participating in the program, there may be circumstances where additional authorisation are required. This includes—

Medication

Where medication is required, it can only be administered with the written authorisation from a parent - unless an asthma or anaphylaxis emergency or another emergency where authority to provide verbal consent can be given. Parents will need to complete a medication administration form setting out the medication(s) to be administered (Regulation 92).

Where medication is required to be administered in an emergency and prior written consent has not been provided, verbal authorisation can be provided by-

- A parent.
- A person named in the enrolment to provide authorisation for medication administration.
- Or where a parent or other person named in the enrolment records cannot be reasonably contacted in the circumstances, a registered medical practitioner or emergency service.

Details of verbal authorisation will be documented in the Incident, Illness, Injury and Trauma Record.

Excursions and Transport

Authorisation must be provided by a parent for a child to participate in an excursion, [extra curricular activities](#) or any other regular outing. The authorisation for an excursion will set out all the required information to satisfy Regulation 102. The service will provide parents with relevant information to be fully informed of excursion details and risks see [Example 1.1 Excursions](#).

While the service does not provide transport other than excursions, should this change, authorisation must be obtained prior to a child being transported.

Verbal Authorisations

Verbal authorisations may be accepted by the Service however the following procedure will be implemented:

- confirm the identity of the person providing the authorisation;
- ensure the person is an authorised person on the child's enrolment form;
- document the nature of the authorisation being sought/given; and
- record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.
- Obtain confirmation of authorisation by email or completed authorised pick up form

Refusing Authorisations

Parent Refusal of Authorisations

A parent may refuse to provide authorisation for the child; however, this may impact the service's ability to provide education and care for the child, this includes-

Refusal or non-authorisation for—	Outcome
Authorisation for medical treatment, including transportation via ambulance.	Education and care cannot be provided to the child by the service.
Participation in an excursion.	Where the excursion is the only activity for a vacation care day, care cannot be offered for that day.
Sharing of information with school representatives.	Possible withdrawal of enrolment, as procedures for safeguarding children based on coordinated communication with school.

Service Refusal of Authorisations

The service retains the ability to refuse a parent's authorisation where the authorisation would conflict with another duty, principally, the safety and wellbeing of children. This may include but is not limited to the circumstances where a child is allowed to leave the service.

Where the Approved Provider, Nominated Supervisor, or Responsible Person believe the authorisation from the parent would jeopardise the safety and wellbeing of a child, they will be informed of the service's decision to refuse the authorisation.

Updating and Amending Authorisations

Parents/guardians are responsible for and have the right at any time to change authorisations given to the service in relation to their child and their child's participation in the program. This may be done through completion of an updated enrolment form or other written authorisation. A child's enrolment and participation in the service will remain subject to relevant authorisations being maintained.

Record Keeping

All authorisations will be retained with the child's enrolment records and will be handled as per [Example 7.2 Privacy and Confidentiality of Records](#).

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24
25/3/24	20/5/24	30/10/27

9.10 Visitors

The Service seeks to provide an open and friendly environment, which values and actively encourages visitors. At the same time, we recognise our duty of care to ensure a safe environment for children, families and staff, and we recognise our responsibility to protect and preserve our resources.

Visitors are defined as all people other than:

- staff members;
- children enrolled and attending the Service;
- parents/guardians involved in the task of delivering or collecting children from the Service;
- authorized persons to pick up children.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Child Protection Act 1999 and Regulations 2000;
- Privacy Act 1988 and Regulations 2013;
- Work Health and Safety Act 2011 and Regulations 2011;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- NQS Area: 2.3.1, 2.3.2, 2.3.3, 2.3.4; 4.1.1; 6.3.1, 6.3.3, 6.3.4; 7.3.2, 7.3.4, 7.3.5;
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 2.11 - Including Children with Special/Additional Needs, 2.13 - Use of Photographic and Video Images of Children, 2.20 - Supervision of Children Policy, 3.1 - Educational Program Planning, 6.3 - Workplace Health and Safety, 7.2 - Drills and Evacuations, 7.3 - Harassment and Lockdown, 8.5 – Volunteers, 9.6 – Parent and Community Participation, 10.23 - Provision of Information, 10.24 - Privacy Policy.

Procedures

The Service shall establish protocols and procedures that effectively monitor and manage visitors, whilst attending the Service.

All visitors must report to the OSHC office on arrival at the Service and sign the Visitors Register. Visitors may be required to display a 'visitors' badge at all times whilst at the Service.

Visitors will be advised of any Safety Policies and Procedures that may be relevant to the purpose and/or time of their visit.

Visitors to the Service will be expected to comply with all relevant work, health and safety requirements of the Service including appropriate clothing and/or footwear.

All visitors will be accompanied or supervised by a staff member during their time in the Service during operating hours.

Any persons found on the premises unescorted will be asked by any staff member who observes them if they require assistance and then will direct the person back to the OSHC office. If the unescorted person becomes hostile, procedures as per the Service's Harassment and Lockdown Policy (see policy 7.3) may be enacted.

All non-public access areas shall be marked by clear signage and/or entry shall be restricted by locked doors.

The Service's emergency management procedures will ensure that any visitors in the Service at the time of any emergency or practice drill are recognised and appropriately catered for.

Visitors to the Service will not be privy to information of a confidential nature unless they have authority by law or written permission has been previously obtained from the family or staff member.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

9.11 Enrolment Management

The Approved Provider recognises the importance of ensuring that all families within the community have equal opportunity to access the OSHC facility and to receive a high-quality education and care experience from the service. It is also recognised that service approval and capacity dictates the number of children that can be safely and appropriately educated and cared for within the premises.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- NQS Area: 4.1.; 6.1, & 7.1;
- Policies: 2.14 – Bookings and Cancellations, 9.1 – Access, 9.2 – Enrolment, 10.1 – Quality Compliance, 10.5 – Approval Requirements under Legislation, 10.9 – Information Handling (Privacy and Confidentiality).

Procedures

The service may need to implement an enrolment management plan under such circumstances when the demand for care in the community exceeds the capacity of the service approval for a session or multiple sessions of care.

The enrolment management plan will take action to:

- Devise and manage waiting lists giving priority to primary school children
- Maintain existing permanent enrolments;
- Prioritise permanent bookings over casual; and

- Seek opportunities where regular cancellations may create an opening for a family in need of a place.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/10/24

POLICY GROUP TEN: Governance and Management

10.1 Managing Compliance with the National Quality Framework (NQF)

As an education and care service, our Service strives to meet the National Quality Standard and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act, 2010 and Regulations 2011* in such a way as to best fulfill our responsibilities to educate and care for children and to carry out the agreed Policies and Procedures of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- 'My Time, Our Place' Framework for School Age Care;
- NQS Area: 7 – Governance and Leadership

Procedures

The Service has developed, and will regularly review and update, written policies for conduct of the Service (including at least the matters required by the *Education and Care Services National Regulation 2011* and the *National Quality Standards*).

The Approved Provider appoints the Nominated Supervisor to be responsible for day to day compliance with the NQF through:

- establishing systems and processes to ensure compliance with the NQF;
- providing ongoing training to all Service employees on compliance with the NQF;

- checking for, recording and acting on non-compliance by the Service or its employees (see Policy 10.31); and
- to monitor changes in the *Education and Care Services National Law Act, 2010* and Regulations 2011 and the National Quality Standard (or any specific quality elements) which may affect or require a change to any of the Policies and Procedures of the Service.

The Nominated Supervisor is to report on all NQF compliance matters to the Approved Provider.

The Service adopts a statement of 'Service Philosophy' (see Policy 1.1), as part of its Policies and Procedures, which reflects National Quality Framework compliance as a minimum, and which truthfully reflects the values promoted by the Approved Provider and the Nominated Supervisor within the Service.

In implementing this policy, the Nominated Supervisor and Approved Provider will ensure that all Educators within the Service:

- are consulted as appropriate in the development and modification of all relevant Policies and Procedures;
- are provided with an up-to-date Educator Handbook containing relevant information necessary to enable them to abide by Service Policies and Procedures; and
- agree to adhere to all Service values, Policies and Procedures, through written terms of employment and role statements, including acknowledgement that repeated failure to comply may result in termination of employment (see Policy 8.19).

The Nominated Supervisor in conjunction with the Approved Provider is responsible to conduct regular informal assessments, and formal annual performance reviews, of all employees' adherence to Policies and Procedures and to take immediate appropriate steps to address non-compliances in accordance with Policy 10.31.

Children and families are an important part of the Service and:

- are actively invited to participate in decision-making and Policy development wherever appropriate;
- are kept informed of all Policies and Procedures, and their means of communicating with the Service, through a Family Handbook and regular communications via the Service newsletter.

A copy of the Education and Care Services National Law and National Regulations will be made accessible at the Service's premises at all times for use by the Approved Provider, Nominated Supervisor, staff members, volunteers and parents of children at the service.

Date of Development/review	Date Ratified	Date to be Reviewed
30/10/21	21/3/22	30/09/24

10.2 Role and Composition of Sub Committee and/or Parent Advisory Group

The Approved Provider is required to set out clearly defined guidelines for any sub-committees or parent advisory groups established to support the effective operations of the Service. Whilst there are no obligations to operate with a sub-committee or parent advisory group, this policy recognizes the benefits that sub committees and parent advisory groups have to offer as active participants in decision making and policy review as appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Mayfield State School Parent and Citizens' Association Constitution for limitations and role of Management Committee, Sub Committee;
- Associations Incorporation Act, 1981 (Qld) may apply to your management committee;
- QCPCA P&C Operations Manual;
- Family and Child Commission Act 2014;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Associations Incorporation Act, 1981;
- NQS Area 7 -Governance and leadership;

Procedures

The Sub-Committee/parent advisory group may have a written Role Statement and Code of Conduct which forms part of the participation requirement for involvement in these groups.

The guidelines for any sub-committee and/or group will clearly state:

- the purpose of the sub-committee and/or group (objectives for establishment);
- the expectations of participation (including confidentiality and conduct);
- the extent of authority or decision making (delegations);
- the duration of the sub-committee and/or group including when the purpose of the group will be reviewed/evaluated to ascertain whether the objectives for establishment are being achieved;
- the reporting obligations to the Approved Provider (including minutes and meeting reports);
- any other matters deemed relevant to ensuring the group operates effectively.

The Service may regularly publicise details of the role, operation and composition of the Sub-Committee or parent advisory group and the right of parents and community members to stand for election/appointment.

Date	of	Date Ratified	Date to be Reviewed
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Development/review		
30/10/21	21/3/22	30/9/24

10.3 Budgeting and Financial Planning

To ensure the effective and efficient management of the Service, the Approved Provider and Nominated Supervisor shall work collaboratively together to develop workable and responsible budgets and financial planning guidelines for the ongoing operation of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Mayfield State School Parent and Citizens' Association Constitution;
- Associations Incorporation Act, 1981, (Qld) may apply to your management committee;
- Accounting Manual for Parents & Citizens Associations
- Australian Government Child Care Provider Handbook
- NQS Area: 7- Governance and leadership;

Procedures

An annual Service budget will be prepared by the Nominated Supervisor, working in conjunction with the Approved Provider and other relevant employees. The Service budget will be tabled at the AGM.

Budgets will take into account the need for appropriate and adequate employees, facilities, equipment, maintenance and the requirements of the Service Policies and Procedures.

Budgets will also take into account the professional development needs of Educators at the Service with a yearly allocation for training relating to their job role.

Service budgets will be used in the strategic planning process to ensure allowances are made for major items of expenditure such as replacing computers, resources and/or furniture. Budgets will also be used to inform the setting of appropriate fees.

The Approved Provider and Nominated Supervisor may seek external expertise to inform budgets using relevant industry standards.

For budgeted expenditure processes see Policy 10.13.

See also Policy 10.4 Setting, reviewing and managing fees.

Date Development/review	of	Date Ratified	Date to be Reviewed
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30/10/21	21/3/22	30/9/24
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10.4 Fees and Statements

Policy Statement

This policy aims to outline the procedures and guidelines relating to the setting and payment of fees and the distribution of statements. Fee information is well published to ensure clarity and transparency. The service is committed to maintaining an equitable and clear fee processes to safeguard the interests of our service and families.

The commitment to follow policies, including payment of the service's fees are a condition of enrolment. Enrolment will be cancelled or suspended where fees are not paid or otherwise remain overdue. Families experiencing difficulty with payment are encouraged to discuss this with the Nominated Supervisor to explore possible solutions.

Setting of Fees

The Approved Provider sets a relevant fee structure based on the annual budget required for the provision of a quality OSHC service. The budget is informed by the forecast of the resources needed to uphold the service's philosophy, goals, and duties. The fee structure also includes the relevant notice period required for fees to be waived.

The fees of the service are well communicated to ensure transparency and informed requests for care. Where fees are amended, parents will be adequately informed of the changes.

Child Care Subsidy

The service is approved to administer the Child Care Subsidy to relevant families who meet eligibility guidelines (including residency, activity and immunisation). This payment reduces the out-of-pocket expenses for families. CCS rules require families must make a co-contribution by paying the gap fee. Parents will also be responsible for managing CCS entitlements and are liable for any fee gap.

Children may also be entitled to ACCS payments, these will be managed in accordance with guidelines and requirement.

Payment of Fees

Fees are due and payable within 5 days of statement being issued and must be paid by Debitsuccess or internet transfer.

Statement of Fees

The service will issue a Statement of Fees to account holders each week, consistent with the billing cycle. Account holders (parents) are to notify the Nominated Supervisor if they believe there is an error in their billing or fees charged.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)
- Competition and Consumer Act 2010 (Cth)

Related Policies and Procedures

[Example 6.1 Enrolment and Orientation](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records.](#)

[Example 7.6 CCS and ACCS Management and Compliance](#)

Key Tasks and Responsibilities

Set fees and structure	The Approved Provider is responsible for setting fee amounts and structures. These are supported by the Nominated Supervisor to ensure this information is published, readily available to families and changes/increases are appropriately communicated.
Manage transactions	The Nominated Supervisor is responsible for managing charges and transactions on behalf of the service and ensuring records of these

and processing	transactions are accurate.
Managing debt	The Nominated Supervisor is the first point of contact for resolving debt and missed payments. Should no payments be received, the Approved Provider will be responsible for approving suspension of enrolment and debt collection activities.
Issue statements and address enquires	The Nominated Supervisor will manage the issuing of statements and be the primary point of contact for any enquiries or questions relating to charges.

Procedures

Fee Structure

The current fees for the service are included in a **Fee Schedule**. The Fee Schedule can be found on the service's website and is in the OSHC Family Handbook.

Routine bookings shall be charged at the normal fee, as set by the Approved Provider. A routine booking shall be defined by a regular pattern of attendance throughout each term on one or more occasions per week.

Casual bookings shall attract a higher fee, as set by the Approved Provider, due to the nature of the booking and irregular pattern attendance, if the booking is made after 6pm the business day before.

Failure to advise that your child/ren will be absent, will incur an administration fee per family for each absence not advised.

Vacation Care Fees

Due to varying costs, excursion and incursion fees are set out in the Vacation Care program.

A casual fee will be charged for excursion bookings made after the stated cutoff date in the Vacation care brochure.

Late Collection Fees

Closing time is 6:00pm. Parents who collect their children after this time will incur a late fee of \$40 for the first 15 minutes and \$2 per minute thereafter.

Late collection may occur twice in a term before a verbal warning to the account holder about possible suspension and then the account may be suspended at the Coordinator's discretion, until such a time that the account holder can ensure no more late collections occur except in an emergency.

Fee Payment

Accepted payment methods are limited to Debitsuccess or internet transfer and must be paid within 5 days of statement being issued. The receipt of all payments will be set out in the statement of fees emailed to parents.

Cancellations and Refunds

The cancellation period for bookings is 7 business days prior. Any sessions, including absences, within this timeframe will still be charged the relevant fees.

Should a family be in credit once care is ceased, written instruction is required for a bank transfer. An administrative fee of \$5 will be charged to family accounts when processing a refund payment.

Overdue Fees – Debt Collection

Parents in hardship are encouraged to discuss their matters with the Nominated Supervisor to explore possible options and access to additional supports prior to their account being in arrears.

- Where there are outstanding fees and payment has not been made as required, the Nominated Supervisor will contact the parent to discuss catch-up arrangements.
- Should a payment not be made as agreed or where there has been consistent failure to pay accounts, the parent will be notified of the intention to suspend enrolment in writing and will include the terms of payment required to maintain enrolment.
- Should no payment be made as set out, the enrolment will be suspended as communicated.
- The debt may be referred to a collection agency (or QCAT) for recovery.

Fee Increases

Fees can be reviewed and amended by the Approved Provider as needed.

Communication of fee changes occur at least **14 days** before making changes to the rate of fees or introducing new changes. Notification of fee changes occurs via email and notices in the newsletter.

Issuing of Statements

A statement will be issued via email each week for all families showing the details for the statement period that has just occurred. The statement will include details of—

Sessions of care

- Daily and weekly totals of the number of hours of care provided during the statement period, including start and end times for each session of care.
- Daily and weekly totals of the number of physical attendances during the statement period, including start and end times of the physical attendance.
- The sum of allowable and additional absences for the statement period.
- The sum of allowable and additional absences cumulatively for the financial year.

Fees	<ul style="list-style-type: none"> • Hourly session fee for each session of care in the statement period. • Daily and weekly totals of the amount of all fees charged during the statement period. • Details about any discounts or refunds applied.
Fee reduction amounts	<ul style="list-style-type: none"> • The number of hours for which the fees were reduced, or for which the individual otherwise received the benefit of the fee reduction. • The total of the fee reduction amounts of which the provider was given notice by the department. • A breakdown of the amounts of fee reduction for each session of care and whether it related to the payment of the Child Care Subsidy or Additional Child Care Subsidy.

Child Care Subsidy

The service will provide relevant CCS information to support families to navigate the system and the relevant requirement for receiving entitlements. Notwithstanding the service's intent to provide information, it remains the responsibility of parents to be informed around their entitlements.

Parents may not receive CCS payment where—

- Allowable absences have been exhausted (although may be entitled to additional absences, subject to evidence).
- Session hours for the CCS fortnight have been exhausted.
- Fees are payable before the child's first attends or after the child's last day of physically attending the service (although there are exceptions).

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24
26/3/24	20/5/24	30/9/27

10.5 Approval Requirements under Legislation

As part of the Service risk management and compliance obligations, the Approved Provider and the Nominated Supervisor/Co-ordinator shall jointly be responsible to ensure that the Service complies with the approval requirements under the Education and Care Services National Law 2010 and Regulations 2011.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- NQS Area: 7- Governance and Leadership;

Procedures

An application for Provider Approval must be made, in writing, to the relevant Regulatory Authority prior to the Service being operational.

An Approved Provider may apply, in writing, to the Regulatory Authority for Service Approval to operate an education and care Service, and will be responsible for the management and control of the Service.

Information required to be provided to the Regulatory Authority as part of the Service Approval process includes, but is not limited to:

- the location and street address of the proposed Service; and
- plans prepared by a building practitioner showing the location of:
 - all buildings, structures, outdoor play and shaded areas;
 - location of entry and exits;
 - location of toilets and hand washing facilities;
 - floor plan showing unencumbered indoor and outdoor spaces; and
 - calculations verifying regulated space requirements.
- a right to occupy (see Policy 6.7 Occupancy Agreement)

As part of the Service Approval process, a Nominated Supervisor for the Service must be delegated, providing written consent to perform in this role (see Policy 10.6). A notification must be made to the Regulatory Authority about the Nominated Supervisor/s (see Policy 10.33) .

Whilst the Service provides, or aims to provide, education and care for school age children, the Approved Provider and the Nominated Supervisor are jointly responsible to ensure that the Service will not operate at any time if some person or body does not hold a current approval in respect of the Service.

The Approved Provider and the Nominated Supervisor are jointly responsible to ensure that:

- the Service complies at all times with the specific conditions of the approval applicable to the Service;
- the approval is renewed (by way of payment of annual fee) and kept current in accordance with the legislation; and
- the relevant current Provider Approval and Service Approval is kept on display at the Service whenever the Service provides education and care to children.

Date Development/review	of	Date Ratified	Date to be Reviewed
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9/2/22	21/3/22	30/9/24
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10.6 Nominated Supervisor

Mayfield State School P & C Association as the Approved Provider of Mayfield State School OSHC, acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/s at the Service (National Regulation 24) following a determination of the person/s suitability to act as the responsible person/s in charge of the day to day operations at the service. In the absence of the Nominated Supervisor/s, other Educators working at the Service deemed suitable to perform the responsible person duties, will also be appointed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Education and Care Services National Amendment Regulations 2017;
- NQS Area: 7- Governance and Leadership;

Procedures

Prior to the appointment of one or more individuals to be Nominated Supervisor/s at their OSHC service, the Approved Provider will determine a person/s suitability to be a Nominated Supervisor and to record and keep sufficient information as evidence of this determination (refer to 10.6.1 Determining the Nominated Supervisor Checklist, Delegation and Consent).

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will ensure that the person/s:

- be 18 years or over;
- have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience); and
- Have ability to effectively supervise and manage an education and care service.

In determining a person's suitability to act as Nominated Supervisor, the Approved Provider will have regard to the person/s:

- Compliance history with the National law and other relevant laws (refer to Compliance History Statement on 10.6.3)
- Prohibition history (refer to Prohibition Notice Declaration template 10.6.4)
- Candidate references and referee checks

Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form (refer to 10.6.2) will be completed and submitted to the Regulatory Authority via the National Quality Agenda IT System (NQA IT System).

When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System in accordance with Policy 10.33 and (National Regulation 35).

If uncertainty or concern arises about a candidate's compliance history the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.

If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements a reassessment will be made of the person's suitability to be in the position.

The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the Service deemed to have the skill and ability, to act as the responsible person in day to day charge of the Service in the absence of the Nominated Supervisor/s or Approved Provider. (Refer Policy 10.22 – Determining the Responsible Person).

Information regarding the appointment of the Nominated Supervisor/s and Responsible Persons in Charge will be documented on the staff record of the Service (National Regulation 145 and 146).

References

- <http://files.acecqa.gov.au/files/NQF/ResponsiblePersonRequirements.pdf> accessed 26 Oct 2017
- <http://files.acecqa.gov.au/files/NQF/KeyChangesNotificationComplaints.pdf> accessed 26 Oct 2017

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.6.1 Determining the Nominated Supervisor Checklist, Delegation and Consent

Name: _____ **Position: Nominated Supervisor** **Date of birth:** / / **(must be over 18)**

The Education and Care Services National Law Act 2010 requires that a Service has a Nominated Supervisor to operate. This is an ongoing obligation.

As the person with responsibility for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities.

A Nominated Supervisor's role is to:

- Have a sound understanding of the requirements and obligations set out under the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure that the Service operates within the Education and Care Services National Law Act (2010) and Regulations (2011);

- Ensure the Service meets the National Quality Standard;
- Communicate all incidents involving children, educators or visitors to the Service to the Approved Provider within a reasonable timeframe;
- Respond to requests and enquiries from parents, educators and management; and
- Manage all aspects of the Service's operations in accordance with the Position Description provided.

Qualifications

Criteria	Details/Evidence	Yes/No
Must hold or be actively working towards a relevant qualification as per ACECQA register	<input type="checkbox"/> Detail qualification working towards or obtained (consider a 50% completion requirement as a better practice in determining the responsible person)	
First Aid, Asthma and Anaphylaxis	<input type="checkbox"/> Detail when completed and course code/s	
Working with Children Check	<input type="checkbox"/> Number, valid and expiry	

Knowledge

Criteria	Details/Evidence	Yes/No
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	<input type="checkbox"/> Attending training <input type="checkbox"/> Completed National Law/Regulation knowledge test/checklist	
Understanding of other relevant laws and provisions such as Child Protection, Work Health, Food Handling, etc.	<input type="checkbox"/> Attending training <input type="checkbox"/> Completed knowledge test	
Knowledge (extensive) of service policies and procedures including opening/closing procedures	<input type="checkbox"/> Signed staff handbook and/or acknowledgement of service policy	

Skills

Criteria	Details/Evidence	Yes/No
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Capacity to implement emergency and evacuation procedures	<input type="checkbox"/> Emergency procedure rehearsal review	
Ability to attend to parent inquiries (either directly or by referral)	<input type="checkbox"/> Training	
Capacity to supervise, manage and lead other educators	<input type="checkbox"/> Training	
Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person	<input type="checkbox"/> Training	
Ability to reflect and evaluate their performance as the Nominated Supervisor	<input type="checkbox"/> Can provide feedback and identify opportunities for improvement	

Work experience

Criteria	Details/Evidence	Yes/No
Demonstrated ability to respond to incidents involving children's health and safety	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to effectively make written records of incidents	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	

Demonstrated ability to effectively communicate with children, families, staff and management	<input type="checkbox"/> Training <input type="checkbox"/> Practical application <input type="checkbox"/>	
Demonstrated ability to effectively communicate with school and relevant authorities	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to understand and articulate practice	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	

National Law and Regulation knowledge confirmation

Educational programs

I understand that I am responsible to ensure educational programs are:

- based on and delivered in accordance with My Time, Our Place – Framework for School Age Care in Australia
- based on the developmental needs, interests and experiences of each child
- designed to take into account the individual differences of each child

Supervision and safety of children

I understand that I am responsible to ensure children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards

Entry to and exit from the premises

I understand I am responsible to ensure children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)

I understand I am responsible to ensure that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service—except when: — permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Law, or — the supervisor is aware the parent is prohibited by a court order from having contact with the child

I understand I am responsible to ensure an unauthorised person (as defined in the National Law) is not at the service while children are present unless the person is under direct supervision

Food and beverages

I understand I am responsible to ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children

I understand I am responsible to ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day

I understand I am responsible to ensure that, where food and beverages are supplied by the service, they are: — nutritious and adequate in quantity — chosen with regard to the dietary requirements of individual children and ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents

Administration of medication

I understand I am responsible to ensure that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations.

Where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (note the discrepancy with the Queensland Drugs and Poisons Act and that the authorisation to administer in the event of an emergency is contained in the enrolment record)

Prescription and non-prescription drugs and alcohol

I understand that while educating and caring for children at the service, I must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair my capacity to supervise or provide education and care to children

Sleep and rest

I understand my responsibilities in taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children

Excursions

I understand my responsibility to ensure that a risk assessment is conducted before an excursion in accordance with the National Regulations, and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion

Staffing

I understand my responsibility to ensure the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role

Consent:

Iconsent to take on the role

of Nominated Supervisor in day to day charge of Mayfield State School OSHC and make a declaration as follows:

- I have read the role description that forms part of this documentation and agree to the conditions outlined;

- I am confident in my knowledge and can perform all requirements of the role when placed in day to day charge of the service;
- I have not been subject to any other compliance actions or disciplinary proceedings under the Education and Care Services National Law Act (2010) and Regulations (2011).

Signature: _____ Date: / /

Designation by Approved Provider:

Name: _____ Position: _____

Signature: _____ Date: / /

Date Development/review	of	Date Ratified	Date to be Reviewed
9/2/22		21/3/22	30/9/24

10.6.2 Nominated Supervisor Consent Form

	Australian Children's Education & Care Quality Authority	Nominated supervisor consent form	NS01
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1. **Approved provider number**

Approved provider name

2. **Service approval number**

Service approval name

3. **Nominated supervisor contact details:**

First name	<input style="width: 350px;" type="text"/>
Last name	<input style="width: 350px;" type="text"/>
Email	<input style="width: 350px;" type="text"/>
Mobile number	<input style="width: 350px;" type="text"/>
Phone number (Day time)	<input style="width: 350px;" type="text"/>
Date of birth	<input style="width: 20px;" type="text"/> DD/MM/YYYY
The date of commencement as Nominated Supervisor	<input style="width: 20px;" type="text"/> DD/MM/YYYY

4. **Certified supervisor number: (WA only if applicable)**

Nominated Supervisor Declaration

I, _____
 consent to being the Nominated Supervisor for _____ *(name of education and care service)*

Signature _____ Date _____

Privacy statement

ACECQA and the regulatory authorities are committed to protecting personal information in accordance with the Privacy Act 1988 and the Australian Privacy Principles contained in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Information provided is being collected for the purposes of assessing this application or notification and may be provided to other authorities or government agencies in accordance with the National Law.

ACECQA, the regulatory authorities and the Australian Government may publish information about you in accordance with the National Law.

Date Development/review	of	Date Ratified	Date to be Reviewed
9/2/22		21/3/22	30/9/24

10.6.3 Compliance History Statement for a Person in Day-to-Day charge (PIDTDC) or a Nominated Supervisor

It is not mandatory to use this form.

This form may assist when determining a person's suitability to be the nominated supervisor or to be placed in day-to-day charge of a service. Completed forms should be retained and stored.

1. Please provide information about any compliance action or disciplinary proceedings to which you have been subject under:

- the *Education and Care Services National Law*, including the *Education and Care Services National Regulations*, and
- any of the laws listed at Table 1 below, in any Australian state or territory.

2. Have you ever had a supervisor certificate that was subject to any conditions or suspended or cancelled by the regulatory authority?

- Yes – Please provide details below No

3. Are you or have you ever been subject to a prohibition notice under the Education and Care Services National Law?

Yes – Please provide details below No

4. Have you ever held or applied for a licence, approval, registration, certification or other authorisation under the National Law which the regulatory authority refused, refused to renew, suspended or cancelled?

Yes – Please provide details below No

I, [insert full name]

of [insert address]

and born on [insert date of birth] declare that:

- 1. the information provided in this statement is true and complete, and
- 2. I am aware that I may be subject to penalties under a Commonwealth or State or Territory Act if I provide false or misleading information.

Signature of person making the declaration:

Signed: Date/...../.....

Table 1	
Other relevant laws, including children's services laws, education laws, and former education and care services laws in any Australian state or territory	
Australian Capital Territory	<i>Children and Young People Act 2008 Education Act 2004 Working with Vulnerable People (Background Checking) Act 2011</i>
New South Wales	<i>Children and Young Persons (Care and Protection) Act 1998 Education Act 1990 Institute of Teachers Act 2004 Teaching Service Act 1980 Commission for Children and Young People Act 1998</i>
Northern Territory	<i>Care and Protection of Children Act Care and Protection of Children (Children's Services) Regulations Education Act Teacher Registration (Northern Territory) Act and Regulations</i>
Queensland	<i>Child Care Act 2002 Child Care Act 1991 Education (Accreditation of Non-State Schools) Act 2001 Education (General Provisions) Act 2006 Education (Overseas Students) Act 1996 Education (Queensland College of Teachers) Act 2005 Higher Education (General Provisions) Act 2008 Family and Child Commission Act 2014</i>
South Australia	<i>Children's Protection Act 1993 Children's Services Act 1985 Education Act 1972</i>
Tasmania	<i>Child Care Act 2001 Education Act 1994 Teacher's Registration Act 2000 Registration to Work with Vulnerable People Act 2013 Children, Young Persons and their Families Act 1997</i>
Victoria	<i>Children's Services Act 1996 Education and Training Reform Act 2006 Working with Children Act 2005</i>
Western Australia	<i>Child Care Services Act 2007 Child Care Services Regulations 2007 School Education Act 1999 Western Australian College of Teaching Act 2004 Working with Children (Criminal Record Checking) Act 2004</i>

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.6.4 Prohibition Notice Declaration for Prospective Staff Members

- The declaration may be completed by any prospective staff member seeking employment or engagement with an education and care service
- This form is designed to support approved providers to ensure they do not engage or employ a person who is prohibited from working in an education and care service, in line with Section 188 of the Education and Care Services National Law
- Completed forms should be retained and stored by the approved provider to support compliance with Section 188 of the Education and Care Services National Law
- Please note this form does not need to be lodged with the regulatory authority

Part A Personal Details

1. Please complete the following

Title	-----	First Name	-----
Last Name	-----	Mobile Number	-----
Phone Number	-----	Date of Birth	-----
Email	-----	DD/MM/YYYY	-----
Address	-----		
Suburb	-----		
State	-----	Postcode	-----

2. Please provide details of any former names or other names you may be known by:

3. Are you currently subject to a prohibition notice under the Education and Care Services National Law?

Yes No

Please note that under section 187 of the Education and Care Services National Law, a person who is subject to a prohibition notice is not allowed to work for or be engaged by an education and care service or carry out any other related activity.

4. Are you currently prohibited or restricted from working with children under any other law?

Yes No

Part B Declaration

I,[insert full name of person signing the declaration]
 declare that:

1. the information provided on this form is true, complete and correct
2. the approved provider or a representative of the approved provider is authorised to verify any information provided in this form
3. I am aware that under the Education and Care Services National Law penalties apply if false or misleading information is provided.

Signature of person making the declaration:

Signed at:[place]..... on the[date].....

Signature of witness: Name of witness:

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.7 Insuring Risks

The Service recognises and acknowledges the need for a responsible approach to identifying and managing risks (see Policy 10.9 – Risk Management and Minimisation) and will ensure there is adequate insurance protection at all times. Employees, children, parents and management committee members will be protected from the financial repercussion of public liability.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your Approved Provider or board or other governing body. Take expert advice if you are unsure of this;
- Work Health and Safety Act 2011 and Regulation 2011;
- NQS Area: 7- Governance and Leadership;

Procedures

As per the *Education and Care Services National Law 2010* responsibility rests with the Approved Provider to take out and keep current adequate public liability insurance with a minimum cover of \$10 Million.

Appropriate cover will be taken for building and contents (including loss of cash from premises or in transit) and other insurances.

Appropriate cover will be taken to protect management liability for the Approved Provider.

(Note to users of the Manual: what is adequate insurance for your Service will depend entirely on the specific details of your service. You must take advise from an independent broker or insurance adviser to determine this in the context of your own Service.)

All insurance will be purchased through a reputable broker or agent.

The Approved Provider will request the Nominated Supervisor each year to gather such information as necessary to enable an informed assessment and decisions on the insurance needs of the Service.

The Nominated Supervisor will provide the insurer with relevant details of activities and excursions undertaken as required.

A certificate of currency shall be kept on file at the Service and updated annually.

The Approved Provider is responsible to ensure that the Service has adequate Worker's Compensation Insurance for all staff including volunteers.

Claims

In the event of a claim being made or a reportable incident, the Nominated Supervisor will notify the Approved Provider immediately.

If directed by the Approved Provider, the Nominated Supervisor will notify the Insurance Company, ensuring that the Service follows all directions of the Insurance Company and in the case of material or significant claims, seek legal advice for the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.8 Information Handling (Privacy and Confidentiality)

In providing education and care, the Service obtains and deals with personal and sensitive information relating to families, children, staff and others. The Service respects the privacy of all individuals and seeks only information, which it needs to protect and care for children, and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- NQS Area: 7

Procedures

Through this policy and Policy 10.24 the Service complies with the Australian Privacy Principles under the *Privacy Act, 1988 and Regulations 2013*.

The Service gathers only the information it needs in order to provide its services and protect and care for children, families and Educators. Types of information we collect includes (but not limited to):

- personal information on employees such as emergency contact details, qualifications, recognized training and places of previous employment; and

- personal information for children and families including Centrelink Reference Numbers, names, addresses and contact details for family members and authorized nominees and children's medical details.

All above information will be stored by a secure third-party provider (QK Technologies) and will only be used by the Service for its intended purpose as outlined above.

The Service obtains the written consent of persons for the use of the information by the Service in connection to its operations, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information.

The Service will seek permission to share relevant information as required by law. This is done through the enrolment and other related procedures as new information is received. Families should not unnecessarily refuse relevant and appropriate information to be shared, which will improve the Service's capacity to meet children's individual needs in the education and care environment.

The Service protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet or is password protected if on a computer, device or online.

Records held by the Service are only to be accessed by persons who need them for the proper conduct of the Service and to fulfill the Service's Duty of Care and responsibilities to the children and families.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25 in accordance with Policy 10.28.

The Nominated Supervisor will ensure that children's records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.

The Service will ensure:

- fair and open information collection practices;
- processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- use and accessibility of personal information is monitored closely.

Confidentiality will also be taken into account with the verbal sharing of information between the Approved Provider, Nominated Supervisor and employees of the Service. Sensitive information will be on a need to know basis taking into account the Service's Duty of Care.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.9 Risk Management and Minimisation

The Service is, like all other enterprises, subject to a number of risks as well as important legal, regulatory, industry and policy requirements. The Service is a responsible organisation and seeks to demonstrate a risk awareness, including by identifying and managing material risks and ensuring compliance as far as reasonably possible with all such requirements.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Associations Incorporation Act, 1981, (Qld) or Corporations Act, 2001 may apply (e.g. directors' duties) to your management committee or board or other governing body. Take expert advice if you are unsure of this;
- Australian Standard on Risk Management - AS/NZ ISO 31000:2009;
- Australian Standard on Compliance - AS/NZ 3806-2006;
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area: 7

Procedures

The Approved Provider will, in conjunction with the Nominated Supervisor take responsibility to develop, maintain and monitor a risk management program appropriate to the Service, including a method of ensuring that the Service takes appropriate steps to comply with:

- the Policies and Procedures of the Service;
- working with children requirements;
- work Health and Safety Practices;
- equal Opportunity Employment;
- adequate insurance;
- the Service Approval status applicable to the Service (see Policy 10.5 – Approval Requirements under Legislation) and other relevant laws applicable to the Service; and
- maintenance of equipment and facilities;

The Approved Provider, in conjunction with the Service Nominated Supervisor/Co-ordinator, will develop and manage, through its regular meetings, an annual rolling program of reviews of all of the Policies and Procedures of the Service, to ensure that they comply with relevant requirements.

The Nominated Supervisor, or his/her delegate, (see Policy 10.1) is responsible to monitor changes in current laws and other regulatory requirements. To do this, the Nominated Supervisor will proactively and fully inform her/himself, through subscribing to appropriate information services and industry bodies and attending all relevant and appropriate forums for discussing these issues.

The Nominated Supervisor informs Educators of all such changes and requirements through the educator training program (See Policy 8.4 – Educator Professional Development and Learning), regular team meetings and/or Service communication system.

High risk activities and special events

High level risks and special events shall be identified within the program, through consultation with Educators, Management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions.

The risk assessment and management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity.

All relevant stakeholders shall be informed of how the Service intends to manage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events

Risks will be managed in identified emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc.

Preventative measures shall be taken to prepare for critical events such as:

- developing risk assessment and management/minimisation plans for possible emergency situations (e.g. fire, flood). Management plans may include strategies for overnight stays and/or food restrictions; and
- creating a 'storm pack' including a torch and batteries, radio, rations etc.

The details of the crisis or critical event shall be documented on a Service incident report and shall include the projected impact on the stakeholders within the Service, immediate actions, follow up actions and ongoing actions.

Immediate actions may include:

- carrying out plans as per the Service risk management process;
- ensuring immediate safety of those involved;
- administering first aid;
- reassuring children, families, employees, volunteers and students;
- seeking assistance from emergency services and management; and
- accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- seeking access or referral to appropriate counseling and critical incident debriefing services to provide support to those affected within the Service including children, families, employees and Management.
- observing children's reactions and behaviour;
- supporting children to appropriately express thoughts and feelings;
- providing a stable and nurturing environment with familiar routines;

- supporting employees through team meetings and accessing relief employees to support when appropriate;
- providing professional support and special leave when needed;
- supporting families through meetings and written information;
- managing media attention attracted by newspapers, radio and television through appropriate and effective methods of communication. A media contact person will be appointed to manage the communication to ensure consistency of information and reduction in misinformation and speculation; and
- notifying the Regulatory Authority.

Ongoing actions may include:

- monitoring and supporting children, families, employees, volunteers and students;
- evaluating emergency and critical event management plans.

Managing breaches of the Risk Management Strategy (see also Policy 10.31)

Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).

Information regarding the Service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

The Approved Provider shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the Service strategy are immediately rectified.

Communication and support

Information shall be made accessible to families, volunteers and employees regarding the Service Policies and Procedures in relevant handbooks as well as having access to a full copy of the Service Policies and Procedures from the Service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.10 Managing Compliance with General Laws and Regulations

The Service recognises that strategies must be in place to ensure ongoing compliance with relevant general legislation. This policy is designed to identify the various legislation and

government authorities where compliance is required and clear strategies for ensuring the Service actively implements and monitors compliance processes.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Children's Services Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 7;

Procedures

In addition to compliance with the Education and Care Services National Law, 2010 and Regulations 2011 (see Policy 10.1), the Service shall actively work towards compliance with:

- Family Assistance Law (Child Care Subsidy);
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Work Health and Safety Legislation;
- Child Protection Legislation; and
- Any other legislation that impacts or prescribes how the provision of OSHC should be conducted.

Compliance monitoring strategies shall be implemented including:

- developing compliance checklists for use within the Service on a regular basis, such as safety checklists;
- updating the compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available;
- seeking reputable organizations to conduct external audits and to provide reports regarding compliance issues to the Service on a regular basis; and
- acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information shall be made accessible to families, volunteers and employees regarding the Service Policies and Procedures in relevant handbooks as well as having access to a full copy of the Service Policies and Procedures at the Service.

Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Positive Notice Blue Card Compliance

All employees, volunteers and executive members of Management must hold a current and valid Positive Notice for Child related Employment blue card.

Prospective paid employees shall not be engaged to work at the Service without being in receipt of a current blue card/or an application has been submitted for a blue card. A copy of the blue card shall be maintained at the Service.

A blue card register will be maintained at the Service containing the copies of blue cards of all employees, volunteers and executive members of Management. The register shall be referred to by their Nominated Supervisor/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the Service shall be required to complete appropriate documentation to have their blue card linked to the Service. They may also require a card issued for paid or business operating purposes.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

- Note to Users of the Manual – in this policy, "general" refers to legislation other than the Education and Care Services National Law Act 2010 and Regulations 2011

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.11 Approved Provider Code of Conduct

The Service expects that all members of the Approved Provider shall conduct themselves in such a way that is professional and in accordance with the philosophy and policies of the Service. The Approved Provider members are expected to actively demonstrate a positive attitude towards their role, the Service, the employees and the Service's clients. The Service requires that all members of the Approved Provider as the governing body abide by the code of conduct at all times during their interaction with children, families, community members, employees and other members of management.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- The entity's constitution
- NQS Area: 7;

Procedures

The Approved Provider shall be provided with a copy of the Service's code of conduct prior to commencing their position.

The Approved Provider shall be expected to read the document and indicate that they have understood all of the conduct requirements by signing the agreement.

The Approved Provider shall be expected to consistently uphold the agreement during their time with the Service.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken in accordance with the grievance policy of the Service and/or the organisation's constitution.

Date Development/review	of	Date Ratified	Date to be Reviewed
9/2/22		21/3/22	30/9/24

10.12 Information Technology

The Service acknowledges and recognises the important roll information technology in society today and therefore aims to have suitable policies and procedures in place to ensure that information technologies are used appropriately and in the best interests of the children, families and employees who use the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Privacy Act 1988 and Regulations 2013;
- Duty of Care;
- Family and Child Commission Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- NQS Area: 7;

Procedures

Information technology are acknowledged as valuable learning tool for children attending school age care services and shall be included as an appropriate part of the overall program when accessible.

Information technologies may include computer equipment, games, internet access and other forms of communication technologies including mobile phones and cameras.

Information technologies accessible to children such as the internet shall be monitored by educators. Approved mechanisms shall be put in place to ensure that children who are able to

access the internet at the Service do not have access to inappropriate sites or information. Children will be educated regarding the safe use of information technologies.

Educators shall not be permitted to use personal mobile phone cameras to take photos of children.

Educators shall not be permitted to use personal digital (or manual) cameras to take photos of children.

The Service shall take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed where appropriate.

Refer to Policies 10.26 for Service Social Media management and 8.14 for employee Social Media Management.

Date Development/review	of	Date Ratified	Date to be Reviewed
9/2/22		21/3/22	30/9/24

10.13 Procurement and Purchasing

The Service Management seeks to implement measures which provide financial protection and minimise the risk of fraudulent, inappropriate or negligent financial practices. Such policy seeks to protect the financial reputation of the organization and its ongoing viability. The Service takes a responsible approach to.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Accounting Manual for Parents & Citizens' Associations;
- Purchasing Policies and Procedures for Parents and Citizens' Associations;
- NQS Area: 7

Procedures

When purchasing is carried out within the Service, the conduct of purchases will be in line with the following five principles:

- open and effective communication;
- value for money;
- enhancing the capabilities of local business and industry;
- environmental protection; and
- ethical behaviour and fair dealing.

General purchasing for day to day operational items such as groceries, consumables, arts and crafts materials and replaceable items such as sports equipment shall be done in accordance with the approved Service budget by the Nominated Supervisor. The Approved Provider shall ensure that the Nominated Supervisor has access to accounts for the efficient purchasing of day to day items.

Other purchase requests must be in writing to the Approved Provider of the Service. The responsibility for ordering shall be with the Service Nominated Supervisor or Administrator.

While ordering and purchasing authority is restricted to the Nominated Supervisor and/or Administrator, such authority may be transferred should other employees be required to act up in this position, but shall be limited to amounts of no greater than \$300. This may include purchasing through petty cash or the appropriate use of the Service accounts e.g. grocery account.

The purchase value of single items over \$500 should be approved by the Executive prior to purchase, even if the items have been included in the Service's annual operational budget.

All purchases over \$5,000 shall require two written quotes or research evidence, and purchases over \$20,000 shall require three written quotes or research evidence depending on the scope of the purchase.

Management shall ensure that the purchasing policy does not negatively impact on the efficient operations of the Service and that all purchase requests are followed up in a timely manner.

Authorisation for purchases of single items over \$500 may be approved in events of emergency where two approved members of the executive have been contacted and agreed to the expense. Documentation of such discussion shall be made and presented at the next Approved Provider meeting.

All purchases and payments shall be accompanied by a purchase requisition which shall include the following information:

- date of purchase;
- supplier;
- persons requesting purchase;
- authorisation by two approved members of management; and
- purchase total.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.14 Record Back Up and Off-Site Information Handling

The Service acknowledges and recognises that considerable amounts of information pertaining to the daily and historical operations of the Service are stored on computer or other files. The

storage and long term maintenance of this information is vital in the monitoring of compliance activities and to prevent the Service from losing valuable information therefore it is important to maintain effective storage procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- A New Tax System (Family Assistance) Act 1999;
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 7;

Procedures

The Nominated Supervisor and/or Administrator shall be responsible for conducting a daily/weekly backup of the entire computer system. Some childcare management programs are web based (e.g. cloud computing) and may be automatically updated by the software provider. Qikkids which we use, is web based and updated automatically by the software provider.

A back-up of the entire Service files shall be done internally as well as on an appropriate external device.

Record of the backup shall be maintained in a register and signed by the Nominated Supervisor or Administrator. The backup shall be taken off site by the Nominated Supervisor/Administrator and returned to site on the following working day.

The Approved Provider shall provide the Nominated Supervisor with an appropriate lockable box in which to store the backup while off site to ensure information is safe, secure and inaccessible to public.

Services may use web based (cloud) data storage systems for back-up and archiving of records. Records of back-up dates and times should be made with access to these records limited to the Approved Provider and the Nominated Supervisor and/or Administrator. To ensure the safety and security of Service records, password protection may be necessary

Storage of computer data shall be carried out in accordance with any requirements of the organisations insurer. This may involve completion of a risk management plan to ensure all foreseeable risks to data security are considered and managed appropriately.

Any data or memory sticks, compact disks or other computer storage devices purchased by the service shall remain the property of the Service.

No employee shall be permitted to copy files onto personal storage devices or to email information off site other than to an approved off-site data storage company, unless express consent is provided by the employer.

Data storage devices (external drives and back-ups) shall be checked weekly to ensure appropriate functioning.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.15 Asset Management

The Service acknowledges and recognises the necessity to maintain a record of the financial and physical assets belonging to the Service in order to meet with the requirements of audit, insurance and for future planning.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Accounting Manual for Parents and Citizens' Associations (for P&C managed services)
- Support Guide for P&C's (for P&C managed services)
- NQS Area: 7;

Procedures

An asset register shall be maintained which currently describes the property position of the Service. The register shall include categories such as:

- furniture;
- electrical Equipment;
- sporting Equipment;
- utensils and Food Handling;
- arts and Crafts (other than consumables).

Every fixed item purchased for the Service (other than consumables) shall be entered into the register immediately following the purchase.

The details to be contained in the register in respect of purchases shall include:

- date of purchase;
- item (Categorised);
- purchase price;
- supplier;
- warranty terms (if applicable).

Items may be disposed of during the year if they are damaged, aged or unsuitable for their purpose.

In the event that items are disposed of or written off, such items shall be reported to management using appropriate formats such as financial report or Nominated Supervisor report and shall be duly recorded in the asset register.

The register shall be reviewed and updated annually in accordance with the financial year of audit.

Stock takes of consumable items owned by the Service such as food or arts and crafts materials will be conducted as required but no less than annually or audit purposes.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.16 Intellectual Property and Copyright

The Service recognises that for the purposes of operating an OSHC Service many written materials need to be developed to ensure compliance with relevant legislation. These written materials include, but are not limited to:

- Policies and Procedures manuals;
- handbooks;
- operational Documents and Forms.

As a result, all materials developed by employees, volunteers or other agents, specifically for the operational purposes of the OSHC shall remain the Intellectual property of the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Copyright Act 1968;
- NQS Area: 7'

Procedures

Where employees are engaged to develop written materials specifically for the operational purposes of the Service, these materials shall be dated and marked with the name of the Service.

If appropriate the document shall be further marked with the word's 'copyright' or the relevant symbol. The document shall also be labelled with the author of such document if considered appropriate.

Employees or other agents engaged by the Service to produce written materials shall observe intellectual property laws ensuring that all direct quotations and ideas are appropriately referenced and acknowledged.

Materials that have been purchased and provide copyright authority shall be used specifically in accordance with the granted authority and permission for purpose.

All written materials shall be marked "draft" until ratified and endorsed by the Approved Provider.

Copyright shall be strictly observed with all photocopying and distributing of documents other than those owned by the Service which may be copied freely for use of the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.17 Strategic Planning

The Service recognises and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of the Service and therefore management will review Service operations regularly and take a planned approach to the organisations future.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Accounting Manual for Parents and Citizens' Associations;
- Support Guide for P&C's
- NQS Area: 7;

Procedures

The Approved Provider together with the Nominated Supervisor shall plan an annual meeting to strategically review operations and to take a planned approach to the organisations' future.

The strategic plan will include as a minimum, statements and plans for each of the following areas:

- Mission – Why we exist
- Vision – What we aspire to be
- Values – What we believe in
- Strategic Directions – What we want to focus on
- Outcomes/Goals/Objectives – What we want to achieve
- Success Indicators – How we will know we have been successful
- Operations Plan – What we need to do, when, by whom, with what

Service management may seek external support and advice in the development of a strategic and operations plan as required.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.18 Court Orders and the Release of Children in Care

The Service recognises and acknowledges the diverse and changing circumstances of children's families and shall endeavour to implement a best practice approach to managing its duty of care, whilst respecting the needs of parents and the legal environment surrounding family obligations.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Duty of Care;
- Family and Child Commission Act 2014;
- Family Law Act 1975;
- Privacy Act 1988 and Regulations 2013;
- Child Protection Act 1999 and Regulations 2000;
- NQS Area: 7;

Procedures

The Service shall request that all families provide, upon enrolment of their child, certified copies of any parenting plans and court orders which may impact on the Service to implement a duty of care.

The Service shall request that all families, upon changing circumstances within the family unit, update their enrolment and provide certified copies of any parenting plans and court orders which may impact on the Service to implement a duty of care.

The Service shall inform all employees of the intent of the parenting plans and/or court orders whereas it applies to them and impact on their capacity to manage their own duty of care and that of the Service towards the child/ren and family.

The Service employees shall take a best practice approach to managing the needs of children and families with care and sensitivity, and work with families to support them in the provision of care for their children.

Families with children attending the Service who have parenting plans or court orders in place are responsible for ensuring they comply with these requirements. The Service shall endeavour to release children within the conditions as outlined in these documents and orders. However,

should the safety of other children or educators be at risk, children will be released and the custodial parent and/or police contacted immediately.

The Service employees shall respect and maintain the confidential nature of the documents through application of privacy principles and as reflected in Policies 10.8 and 10.24.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.19 Policy Development, Sourcing and Review

The Service acknowledges the need for ongoing policy development and review. This includes recognizing the broad range of information sources including statutory documentation that is referred to and referenced either directly or indirectly in the development of policies and procedures.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 (National Regulations 168, 170, 171 and 172);
- NQS Area: 7;

Procedures

The Service shall develop Policies and Procedures, which reflect the true nature of the Service's operations.

The Service shall ensure that generic policy documents, samples and templates accessed are reviewed and customised to meet the individual and unique circumstance of the Service.

Sourcing of policies shall where possible include reference to expert documentation, resources, guidelines and principles as associated with such policy.

Sourcing of policies from electronic sources including the internet shall include a date in which such source was accessed. Policy sourcing should also take into considerations other provisions such as copyright laws and appropriate referencing styles. Relevant Laws and other Provisions shall be articulated and considered also as policy reference and source points.

Policies shall be reviewed annually, in accordance with a schedule determined by the Service or as deemed necessary.

Policies shall be dated at ratification and for review.

The Approved Provider will ensure that parents of children enrolled at the Service are notified at least 14 days before any policy or procedure referred to in National Regulation 168 takes effect.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.19.1 Policy Review Schedule

Reviewing policies is essential to effective Service management and quality improvement (NQS 7). This policy review schedule is a cumulative record of policies identified for review either due to legislative changes, arising issues and change of practice and/or the ongoing cycle of reflection and improvement. All policies should be reviewed for currency within a maximum timeframe of 3 years if not identified sooner.

Policy Group 1: Service Philosophy and Goals

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
1.1	Philosophy Statement					
1.2	Goals					

Policy Group 2: Children

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
2.1	Respect for Children					
2.2	Statement of Commitment to the Safety and					

	Wellbeing of Children and the Protection of Children from Harm					
2.3	Educator Ratios					
2.4	Arrivals and Departures of Children					
2.5	Reporting of Child Abuse					
2.6	Behaviour Support and Management					
2.7	Exclusion for Behavioural Reasons					
2.8	Anti-bullying					
2.9	Inclusion and Anti-bias					
2.10	Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm					
2.11	Including Children with Special/Additional Needs					
2.12	Managing Duty of Care – Children who arrive at the service without a					

	booking					
2.13	Use of Photographic and Video Images of Children					
2.14	Bookings and Cancellations					
2.15	Children's Property and Belongings					
2.16	Promoting Protective Behaviours					
2.17	Children Accessing the Internet					
2.18	Cyber-Bullying					
2.19	Children's Media Viewing					
2.20	Supervision of Children					
2.21	Children's Transitions to OSHC					
2.22	Departures of Children with Self-Care or Sibling Care Arrangements					
2.23	Interactions and Relationships with Children					

2.24	Children's Participation and Decision Making					
2.25	Statement of Intent for Children's Play					

Policy Group 3: Program

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
3.1	Educational Program Design and Implementation					
3.2	Program Evaluation					
3.3	Educator Practice					
3.4	Homework					
3.5	Excursions					
3.6	Transport for Excursions					
3.7	Physical Activity					
3.8	Extra-curricular Activities					
3.9	Creative and Expressive Arts					

3.10	Ethical Observational and Documentation					
3.11	Escorting Children					
3.12	Environmental Responsibility					
3.13	Water Activities and Safety					
3.14	Valuing Diversity, Culture and Reconciliation					
3.15	Cooking with Children					

Policy Group 4: Health and Wellbeing

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
4.1	General Health and Safety					
4.2	Infectious Diseases					
4.3	Hygiene					
4.4	Preventative Health and Wellbeing					

4.5	Incident, Illness, Injury or Trauma					
4.6	Medication					
4.7	Keeping of Animals					
4.8	Sun Safety					
4.9	Children's Toileting					
4.10	Anaphylaxis Management					
4.11	Emergency Health and Medical Procedure Management					
4.12	Non Smoking					
4.13	First Aid Waste Management					
4.14	Infectious Diseases Response Strategy					
4.15	Asthma					
4.16	Vehicle Restraint					
4.17	Medical Conditions					

4.18	First Aid					
4.18.1	Sample Medical Conditions Risk Minimisation Plan					
4.19	Childhood Immunisation					
4.20	Sleep and Rest					
4.21	Supporting Mental Health and Wellbeing					

Policy Group 5: Food and Nutrition

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
5.1	Food Handling and Storage					
5.2	Food and Nutrition					
5.3	Food Act Compliance					
5.4	Food Safety Program					
5.5	Cleaning and Sanitising					
5.6	Menu					

	Development					
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Policy Group 6: Provision and Safety of Facilities

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
6.1	Space and Facilities Requirement					
6.2	Provision of Resources and Equipment					
6.3	Workplace Health and Safety					
6.4	Shared Facilities					
6.5	Use and Maintenance of Air Conditioning					
6.6	Management of Poisonous Plants and Fungi					
6.7	Occupancy Agreement					
6.8	Maintenance of Facilities					

Policy Group 7: Emergencies

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
7.1	Emergency Equipment and Facilities					
7.2	Drills and Evacuations					
7.3	Harassment and Lockdown					
7.4	Fire Safety Compliance					
7.5	Extreme Weather					
7.6	Emergency Closure					

Policy Group 8: Educators, Staff Members and Volunteers

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
8.1	Role and Expectations of Educators					
8.2	Educational Leader					
8.3	Recruitment and Employment of					

	Educators					
8.4	Educator Professional Development and Learning					
8.5	Volunteers					
8.6	Employee and Volunteer Grievance					
8.7	Workplace Harassment and Bullying					
8.8	Employee Performance Monitoring, Review and Management					
8.9	Employee Professional Conduct and Protective Practices					
8.10	Employee Orientation and Induction					
8.11	Employee Leave					
8.12	Employee Qualifications – Monitoring Progress					
8.13	Employee Health and					

	Wellbeing					
8.14	Employee Online Social Networking					
8.15	Children of Employees					
8.16	Employee Immunisation					
8.17	Fit for Work					
8.18	Employee Retention Policy					
8.19	Employee Counselling and Disciplinary Procedures					
8.20	Workplace Sexual Harassment					
8.21	Educator Uniform and Personal Presentation					
8.22	Educator Interactions with Families – Professional Boundaries					
8.23	Equal Opportunity and Anti-Discrimination					

8.24	Payment of Employees					
8.25	Employee Remuneration and Entitlements					
8.26	Higher Duties for Employees					
8.27	Employee Assistance Program					

Policy Group 9: Parent, Family and Community Relationships

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
9.1	Access					
9.2	Enrolment					
9.3	Communication with Families					
9.4	Communication with Community					
9.5	Complaints Handling					
9.6	Parent and Community Participation					
9.7	Management of Intoxicated or Persons Under the					

	Influence					
9.8	Parent Conduct					
9.9	Acceptance and Refusal of Authorisations					
9.10	Visitors					
9.11	Enrolment Management					

Policy Group 10: Management and Administration

Number	Policy Title	Review Date	Reason for review	Amendments Yes/No (detail as required)	Reviewer/s initials	Date endorsed by P & C Executive
10.1	Managing Compliance with the National Quality Framework (NQF)					
10.2	Role and Composition of Management Committee (Sub Committee) and /or Parent Advisory Group					
10.3	Budgeting and Financial Planning					
10.4	Setting, reviewing and managing fees					

10.5	Approval Requirements under Legislation					
10.6	Nominated Supervisor					
10.7	Insuring Risks					
10.8	Information Handling (Privacy and Confidentiality)					
10.9	Risk Management and Minimisation					
10.10	Managing Compliance with general laws and other provisions					
10.11	Management Code of Conduct					
10.12	Information Technology					
10.13	Procurement and Purchasing					
10.14	Record Back-up and Off-site Information Handling					
10.15	Asset Management					

10.16	Intellectual Property and Copyright					
10.17	Strategic Planning					
10.18	Court Orders and the Release of Children in Care					
10.19	Policy Development, Sourcing and Review					
10.20	Environmental Management					
10.21	Service Closures					
10.22	Determining the Responsible Person					
10.23	Managing requests for information					
10.24	Privacy Policy					
10.25	Single Staff Member					
10.26	OSHC Service Social Media Guidelines					
10.27	Self Assessment and Quality Improvement					

10.28	Record Keeping and Retention					
10.29	Hardship and Administration of Additional Child Care Subsidy					
10.30	Conflict of Interest					
10.31	Managing instances of Non-Compliance and Policy/Procedure breaches within the Service					
10.32	Appropriate Governance					
10.33	Managing Notifications					
10.34	Administration of Child Care Subsidy (CCS)					
10.34,1	Personal information and consent form for information collection for CCS					

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.20 Environmental Responsibility

The Service takes a proactive approach to Environmental Management in order to minimize the impact of its activities on the environment. This is demonstrated through a commitment to developing and implementing practices with support, respect and care for our land and its resources.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Environmental Protection Act 1994, Environmental Protection Regulation 2008;
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area: 7;

Procedures

The Approved Provider, in consultation with the Nominated Supervisor, will develop and implement practices to minimise the impact of the Services activities on the environment and to promote environmental responsibility. This may include a plan which describes the Services practices in relation to:

- water usage;
- energy efficiency;
- waste management;
- use of chemicals;
- air quality;
- care of animals and vegetation; and
- consideration of the local environment.

Information will be provided to Educators, parents and children in regards to issues affecting the way the Service is dealing with and managing environmental issues.

The Service will encourage links and networking with parents and the community on environmental issues by keeping them informed of what the Service is doing and being aware of what others can bring to the Service.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.21 Service Closures

The Service acknowledges that there may be times when the Service is required to close due to planned or unforeseen circumstances. The Service recognises that effective communication procedures must be in place to ensure all families are notified if closure of the Service is expected.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Australian Government DET Child Care Provider Handbook
- NQS Area: 7;

Procedures

The Service will operate as per the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless approval is given by the regulatory authority (Queensland Government Department of Education - Early Childhood Education and Care) and the Australian Government Department of Education.

The Service will not close early due to children being collected prior to the approved and advertised closing time, unless prior approval has been granted by the regulatory authority (Department of Education - Early Childhood and Community Engagement) and the Australian Government Department of Education and Training.

Closure of the Service may occur in the following instances:

- extreme weather conditions;
- emergency situation, such as fire or other external threat;
- loss of power and/or water.

Determination for closure will be made in consultation with the Approved Provider and/or emergency Services personnel, if relevant.

In the case of closure of the Service, the Nominated Supervisor will:

- contact families to collect the children from the Service;
- ensure the safety of all children and Educators involved; and
- notify the Regulatory Authority and Australian Government in accordance with Policy 10.33

References:

<https://www.qld.gov.au/alerts>

<https://docs.education.gov.au/node/52291>

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.22 Determining the Responsible Person

Policy Statement

The purpose of this policy is to ensure the appointment of any Responsible Person at the service is suitable and able to fulfil the requirement of the role.

The day-to-day management and supervision of the service is a critical aspect of the management and compliance of the service. It is a function that impacts the standard of safety, and the quality of education and care for children and families.

The Responsible Person is tasked with managing the operations of the service for a particular session of care, ensuring that the service adheres to regulatory and policy obligations. They are also the primary point of communication and decision-making during operational hours. The assessment and appointment of an educator to a Responsible Person role is critical. The person should demonstrate the necessary knowledge, experience and management capability (compliance, leadership, professional judgement and communication skills) to oversee and direct work.

Records created to evidence the suitability of an educator to be the Responsible Person will be retained by the service.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.162 Offence to operate education and care service unless responsible person is present
- **Education and Care Services National Regulations:**
 - R.117A Placing a person in day-to-day charge
 - R.117B Minimum requirements for a person in day-to-day charge
 - R.145 Staff record
 - R.147 Staff members
 - R.151 Record of educators working directly with children
 - R.150 Responsible person
 - R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and leadership.

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 4.1 Code of Conduct](#)

[Example 4.2 Volunteers and Students](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

[Example 7.3 Managing Notifications](#)

Appendices and Forms

[Responsible Person Checklist and Consent Form](#)

Key Tasks and Responsibilities

Delegating responsibility	Both the Approved Provider and Nominated Supervisor can assess and appoint a suitable educator to the role of Responsible Person. The assessment of the educator's suitability must be documented, with their written (and informed) consent obtained.
Training and instruction	The Nominated Supervisor is responsible for making relevant training and instruction available for a Responsible Person to understand their role and

	duties.
Maintaining records	The Nominated Supervisor will maintain the records associated with the appointment and times an educator acts in this role.

Procedures

Appointing a Responsible Person

Where the Nominated Supervisor (or the Approved Provider) is not present during a session of care, a Responsible Person must be appointed to be in day-to-day charge of the service.

The suitability of relevant educator to act in the Responsible Person role will occur from time to time. With the Nominated Supervisor (or the Approved Provider) to undertake a review and offer to act in this capacity. The written (and informed) consent of the educator must be obtained before any allocation.

Assessing Suitability

In determining the Responsible Person, the Approved Provider and/or Nominated Supervisor must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience age and history of compliance, includes the person's—

- Understanding of the Education and Care Services National Law and Regulations.
- understanding of other relevant laws and provisions such as Child Protection, Confidentiality, Grievance Management, Work Health, Food Handling, etc.;
- Understanding of the service's policies and the responsibilities of the Responsible Person to carry out key procedures.
- Capacity to implement emergency and evacuation procedures.
- Ability to attend to parent inquiries and/or concerns.
- Capacity to supervise, manage and lead other educators.
- Ability to respond to incidents and critical events.
- Ability to effectively make written records of incidents.
- Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person;
- ability to effectively communicate with children, families, staff, school and relevant authorities;
- ability to reflect and evaluate their performance as the responsible person; and
- ability to understand and articulate practice.

A Responsible Person in Charge's role is to:

- Have a sound understanding of the requirements and obligations set out under the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure that the service operates within the Education and Care Services National Law Act (2010) and Regulations (2011);
- Ensure the service meets the National Quality Standards;
- Communicate all incidents involving children, educators or visitors to the service to the Nominated supervisor and/or Approved Provider within a reasonable timeframe;
- Respond to requests and enquiries from parents, educators and management.

Qualifications

Criteria	Details/Evidence	Yes/No
Must hold or be actively working towards minimum 2 year or higher relevant qualification as per ACECQA register	<input type="checkbox"/> Detail qualification working towards or obtained (consider a 50% completion requirement as a better practice in determining the responsible person)	
First Aid, Asthma and Anaphylaxis	<input type="checkbox"/> Detail when completed and course code/s	
Working with Children Check	<input type="checkbox"/> Number, valid and expiry	

Knowledge

Criteria	Details/Evidence	Yes/No
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	<input type="checkbox"/> Attending training <input type="checkbox"/> Completed knowledge test	
Understanding of other relevant laws and provisions such as Child Protection, Work Health, Food Handling, etc.	<input type="checkbox"/> Attending training <input type="checkbox"/> Completed knowledge test	

Knowledge (extensive) of service policies and procedures including opening/closing procedures	<input type="checkbox"/> Signed staff handbook and/or acknowledgement of service policy	

Skills

Criteria	Details/Evidence	Yes/No
Capacity to implement emergency and evacuation procedures	<input type="checkbox"/> Emergency procedure rehearsal review	
Ability to attend to parent inquiries (either directly or by referral)	<input type="checkbox"/> Training	
Capacity to supervise, manage and lead other educators	<input type="checkbox"/> Training	
Capacity to ensure the safety and wellbeing of all children being educated and cared for while they are the responsible person	<input type="checkbox"/> Training	
Ability to reflect and evaluate their performance as the responsible person	<input type="checkbox"/> Can provide feedback and identify opportunities for improvement	

Work experience

Criteria	Details/Evidence	Yes/No
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Demonstrated ability to respond to incidents involving children's health and safety	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to respond to incidents involving the health and safety of educators, volunteers and family members present at the service	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to effectively make written records of incidents	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to effectively communicate with children, families, staff and management	<input type="checkbox"/> Training <input type="checkbox"/> Practical application <input type="checkbox"/>	
Demonstrated ability to effectively communicate with school and relevant authorities	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	
Demonstrated ability to understand and articulate practice	<input type="checkbox"/> Training <input type="checkbox"/> Practical application	

Consent: Iconsent to take on the role of Responsible Person in day to day charge of Mayfield State School OSHC and make a declaration as follows:

- I have read the role description that forms part of this documentation and agree to the conditions outlined;
- I am confident in my knowledge and can perform all requirements of the role when placed in day to day charge of the service;
- I have not been subject to any compliance actions or disciplinary proceedings under the Education and Care Services National Law Act (2010) and Regulations (2011).

Signature of Appointee to Responsible Person role:

Date: _____

Designation by Nominated Supervisor/Approved Provider:

Name: _____ Signature: _____
 Position: _____ Date: _____

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.23 Provision of Information

The Approved Provider recognises the need to make information available to parents regarding children's enrolment, participation and attendance at the Service. Information shall be made available to families upon request so long as the request is reasonable, equitable and lawful.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Privacy Act 1988 and Regulations 2013;
- NQS Area: 7

Procedures

Parents/guardians may request information from the Approved Provider with regard to their child/ren's participation and attendance at the Service. However, in the instance that there is a court ordered custodial arrangement/parenting order in place, the Service will ensure any or all information requested is in accordance with such orders. This information may include (but is not limited to):

- the enrolment records
- information about the educational program (National Regulation 76);
- dietary requirements and menus (National Regulation 80);
- attendances;
- fee payments
- records of child care subsidies;
- medical conditions policy (National Regulation 91); and
- incident/accident reports (National Regulation 96); and
- Risk assessments (National Regulations 100 and 102):

Sources of information such as those identified may be requested either in person or in writing to the Nominated Supervisor and/or the Approved Provider.

Where this information does not breach confidentiality to any other person it will be provided upon request in the form of a written record or statement.

The Approved Provider will only make accessible information of a sensitive nature that is not requested for a general purpose, upon written request which explains the purpose for which the information is being requested and the timeframe in which it is required.

Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

When necessary, a legally certified request may be required. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.24 Privacy and Confidentiality of Records

Policy Statement

In providing education and care, the service collects, uses and stores personal and sensitive information relating to families, children, staff and others. The service respects the privacy of all individuals and only obtains information which it needs to protect and care for children and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

The service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. The Approved Provider recognises their duty to ensure information collected by the service is not shared beyond the legislated provision, including:

- to the extent necessary for the medical treatment of a child.
- with the parent of the child.
- with the Regulatory Authority or an authorised officer.
- where authorised or permitted by law.
- with written consent with the person providing the information.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**

- s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.87 Incident, injury, trauma and illness record
 - R.92 Medication record
 - R.145 Staff record
 - R.151 Record of educators working directly with children
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.167 Record of service's compliance
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents
 - R.184 Storage of records after service approval transferred
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)
- Child Protection Act 1999 (Qld)
- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)
- Public Records Act 2002 (Qld)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Maintaining records and ensuring security	The Nominated Supervisor will act on behalf of the Approved Provider in maintaining the records and systems that retain information on behalf of the service. The Approved Provider is responsible for ensuring adequate controls are established and discharging responsibilities for maintaining security of these systems.
Archiving and	The Nominated Supervisor will act on behalf of the Approved Provider

Document Retention	managing the retention schedule and collating documents for archiving.
Maintaining privacy and confidentiality	All staff are responsible for ensuring information they have privilege to access is maintained and handled appropriately. The Approved Provider is responsible for establishing relevant guidelines for the management of information to ensure privacy and security.

Procedures

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to how it is collected, stored and shared.

The service will only collect and record information it needs in order to deliver its service, including the responsibilities to protect and care for children, families and educators.

The service is required to maintain the following records and information (see table below):

Record Type		Details	Storage Medium
Child & Family Records	Enrolment Records	<ul style="list-style-type: none"> Personal information for children and families. Centrelink Customer Reference Numbers. Authorisations. names, addresses and contact details for family members and authorised nominees. Court orders/parenting plans. children's medical/additional needs details. 	Child care software
	Health and Medication Records	<ul style="list-style-type: none"> Medical conditions details (history, diagnosis, support). Risk management plans. Action/management plans (including treatment and medication). Medical practitioner/s details. Immunisation status. 	Child care software
	Incident, Injury, Trauma and Illness	<p>Details of:</p> <ul style="list-style-type: none"> Events including observations, treatment and/or response. Witnesses. Notification and communication. 	Child care software
	Accounts	<ul style="list-style-type: none"> Account statement, transactions, and fees paid/owed. 	Child care software

Attendance Records		<ul style="list-style-type: none"> • Days of attendance and absence. • Persons signing in and out. 	Child care software
Evaluations of the Educational Program		<ul style="list-style-type: none"> • Evidence of the development of the program (reflections, observations, learning stories, planning documents). • Evaluations of children's wellbeing, development and learning (reflections, observations, photos and stories). 	Electronic file storage and physical evidence
Staff and Volunteer Record	Employee Personal Details	<ul style="list-style-type: none"> • Personal information on employees such as emergency contact details, qualifications, recognised training and places of previous employment. • Blue card records. • Rosters and timesheets. • Detail of performance reviews and workplace matters • Details of income and payment information. 	Employee Files – electronic storage
	Volunteer	<ul style="list-style-type: none"> • Records of volunteers and students including personal details and days and hours participating. 	
	Nominated Supervisor	<ul style="list-style-type: none"> • Record of the nominated supervisor and any person in day-to-day charge of the education and care, including suitability information. 	
	Responsible Person	<ul style="list-style-type: none"> • A record of the name of the responsible person at each session the service operates. 	
	Educational Leader	<ul style="list-style-type: none"> • A record of the name of the person designated as the Educational Leader. 	
	Work Health & Safety	<ul style="list-style-type: none"> • Details of accidents, incidents and complaints. • Risk management assessments. • Copies of notifications supplied to WHS. 	
Management Records	Records of the service's compliance with the Law	<ul style="list-style-type: none"> • Records of any amendment, suspension, compliance notice or compliance direction, including details of the non-compliance or decision. 	Electronic file storage
	Complaints and Feedback Records	<p>Information may contain:</p> <ul style="list-style-type: none"> • Details of complainants or sensitive feedback. • Investigation details. • Recommendations and outcomes. 	Electronic file storage

Informed Consent

The service sets out the enrolment process to provide informed consent when supplying information to the service. Any use of personal information by the service is solely for providing care to the child (including communicating learning outcomes of the program) and any other relevant duty to ensure the child's safety, welfare and protection.

Should the service seek to share information beyond this purpose, additional consent will be obtained from the parent.

Accuracy of Records

The service will ensure the accuracy of enrolment information by requesting parents to check, update or confirm the accuracy of records from time-to-time.

Access and Requests for Information

Parents may request information from the Approved Provider with regard to their child/ren's participation and attendance at the service, with the exception of where there is a prohibition from a court order (or similar) preventing this access.

Parents are entitled access to:

- Documentation around their children's learning and participation in the educational programs.
- Incident, injury, trauma and illness record.
- Medication record.
- Attendance record.
- Their child's enrolment record.

However, if any of these documents will disclose the *personal information* of one of the following people, written consent of that person's information being disclosed must first be obtained before the service can share the information with the parent—

- a parent of a child, other than the person requesting the information,
- a person required to be notified of an emergency if a parent cannot be contacted,
- an authorised nominee of a child,
- a person authorised to consent to medical treatment or to authorise the administration of medication to a child,
- a person authorised to authorise an educator to take a child outside the service premises, or
- a person authorised to authorise the service to transport or arrange transportation of a child.

When a request has been made by a parent, the service will confirm the consent before a disclosure is made. Consent may be withdrawn at any time after it has been given, however, withdrawal of consent must be in writing.

Personal information is defined in the Privacy Act 1988 (Cth) and includes any information about an identified individual, such as their home address, email address, telephone number, date of birth, medical records, bank account details, and tax file number.

Requests for information should be directed to the Nominated Supervisor in the first instance, alternatively, the Responsible Person. Where there are concerns held to the right to information or breaching of confidentiality, all requests will be managed by the Approved Provider.

Information Security

The Approved Provider will ensure that information is not divulged or communicated, directly or indirectly, to another person other than when authorised by the parent or allowed/required by law.

The service protects the individual's privacy by ensuring that the information collected is stored securely, including--

- All relevant hard copy records will be stored in a locked filing cabinet.
- All electronic documents or information will be stored-

on devices owned or subscribed by the service only.

with suitable password protection/account management.

The Approved Provider is to have administrator/global access to all accounts operated by the service. The Approved Provider is to administer the relevant privileges to allow users access to systems and information accessible to the service's employees/users.

Where a person has responsibility for the security of private and sensitive information, the service expects a high degree of professionalism and integrity is maintained. Any breaches of confidential information will be treated seriously and may result in disciplinary action.

All relevant persons are bound by the code of conduct in the sharing of information and maintaining confidentiality. Breaches of the expectation in keeping information confidential will be treated seriously and may result in relevant action taken by the Approved Provider.

Document Retention

The service will maintain a document retention schedule which will set out the specific records to be kept by the service and the length of time required.

The Nominated Supervisor will prepare documentation for archiving each year. Archived documents will be clearly labelled with planned retention timelines. All archived documentation will be managed by the Approved Provider and stored securely.

Sharing of Information in the Protection from Harm

To remove any doubt, the service's personnel are free from liability or breaching Privacy Principles when sharing confidential information, if they are acting honestly and if their actions in doing so

are consistent with the purpose of information sharing (protecting a child from harm) under the Child Protection Act 1999.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24
25/3/24	20/5/24	30/9/27

10.25 Single Staff Member

The Approved Provider is responsible for ensuring the safety of the children in its care and employees of the Service. This policy and procedure have been developed to minimise the potential risks where the Service operates with a single educator on duty and working with the children.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Work Health and Safety Act 2011 and Regulations 2011;
- Family and Child Commission Act 2014;
- Duty of Care
- NQS Area: 7;
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.3 – Educator Ratios, 2.14 – Bookings and Cancellations, 3.11 – Escorting Children, 7.2 – Drills and Evacuations, 8.1 – Role and Expectations of Educators, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 8.13 – Employee Health, 9.2 – Enrolment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.22 – Determining the Responsible Person.

Procedures

- In determining the need for the Service to operate with a single staff member, Management will be guided by the Education and Care Services National

Regulations 2011 and the specific provisions for Queensland, which set out the following;

- a maximum of 15 school age children to 1 educator; and
- Educators must be working directly with children to be included in the ratios;
- The Service may obtain approval from the Regulatory Authority to operate with a single Educator during certain periods of care (such as Before School Care), where attendances are below the maximum school age children to educator ratio requirements as per the Education and Care Services National Regulations 2011;
- A supervisory management plan, to guide practice when using a single Educator model, will be developed in consultation with management, Educators, families and children and will consist of procedures relating (but not limited) to;
- injury, illness or trauma to educators;
 - toileting procedures for educators;
 - managing children's behavior incidents;
 - managing attendance of children not booked into the session of care; and
 - injury, illness or trauma to children which requires significant individual attention of the educator;
- Educators delegated to work in the capacity of a single staff member will be determined by the Approved Provider as a responsible person, with the relevant notification at the Service to be visible at the parent area;
- The Approved Provider will ensure that the Educator delegated to work as the single staff member (whether or not the Nominated Supervisor), has the required academic qualifications, first aid qualifications, anaphylaxis management and emergency asthma management training as prescribed under the Education and Care Services National Regulations 2011;
- The Approved Provider will ensure that any Educator delegated to work as the single staff member will have provided to them, and be kept on site, details of an emergency contact as well as details of any relevant medical conditions that could result in medical attention being required (e.g. diabetes);
- To ensure the correct Educator to child ratios are adhered to, parents/guardians will be requested to make a booking for their child as soon as reasonably possible. (See Policy 2.14 - Bookings and Cancellations).

In the event that children arriving at the Service for care without notice and as a result places the Service in breach of Educator to child ratios, the responsible person in charge will implement procedures as per the Service supervisory Management Plan.

- The Approved Provider will ensure that the single Educator on duty has access to an operating telephone (mobile or fixed) whenever children are being cared for;

- The name and telephone number of nominated contacts (who are on call and available when the service is operating) will be clearly displayed near the service telephone;
- Emergency procedures and evacuation plans are developed in consultation with the children and are on display at all times. Children will be made aware of procedures required in the event of an emergency situation involving the single Educator. This may include contacting another adult or the emergency services. These procedures will be practiced regularly.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.26 OSHC Service Social Media Guidelines

The Service recognises that social media networking sites and other internet applications are effective methods for communicating with families who use the OSHC Service and are committed to ensuring and promoting safe and positive communications. This policy aims to establish guidelines and procedures for the set-up and ongoing administration of the OSHC social media pages/sites with the intention to ensure all communications are respectful and ethical.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Family and Child Guardian Act 2014;
- Child Protection Act 1999 and Regulations 2000;
- Privacy Act 1988 and Regulations 2013;
- Code of Conduct;
- NQS Area: 7;

Procedures

Definition

'Social Media': refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, websites and applications such as:

- social networking sites: Facebook, LinkedIn;
- video and photo sharing websites: YouTube, Flickr, Story Park, Notebook, Homeroom etc; and

- blogging and micro blogging sites: Twitter.

Management Responsibilities

The privacy and confidentiality of families, children, Management and employees of the Service is of paramount importance therefore the Approved Provider will ensure guidelines are established to monitor all social media communications.

The Approved Provider will authorise the establishment of all Service social media communication methods using the following guidelines for administration:

- a maximum of two administrators will be delegated to approve and monitor social media activity;
- privacy settings will be defined to ensure delegated administrators approve any posts before being made public; and
- inappropriate posts and comments will be deleted and dealt with in accordance with this policy and procedures.

Management will develop guidelines for educators regarding their participation with families currently connected with the education and care Service on social media sites such as Facebook and Twitter (see Policy 8.14 – Staff Online Social Networking)

Information, photographs and/or videos related to Educators, children or families will not be disclosed or published on the Service social media site without written consent from that individual or their family.

Communication

The Service will use social media to support and enhance rather than replace already established and effective family communication methods.

Good judgement and common sense must be used to ensure the reputation of the Service, its employees and stakeholders are not harmed when communicating through social media. Once something is placed online, it spreads quickly and cannot be retracted.

Administrators of Service's social networking page will adhere to the following guidelines:

- Only families enrolled with the Service will be invited to access information;
- Under no circumstances are children attending the Service to be invited to participate in the Service's social networking site without explicit consent of their parents;
- Only Information and/or comments relating to the activities and operations of the Service will be posted on the Service's social networking site;
- Authorisation of families must be obtained before images of children can be considered for upload;
- Only community members known to the service shall be invited i.e. teachers, school leaders etc.

The Service social media site will be used as a tool for sharing information and program updates with Service families and may include (but not be limited to) the following:

- general Service notices and reminders;
- promotion of upcoming Service and/or community event
- seeking ideas and suggestions on service program and operations;
- providing important links and information relating to children's health and well-being;
- reaffirming details provided through other family communication sources such as newsletters, notices and flyers; and/or
- photographs depicting daily events, environment and activities.

Through the Family Handbook, information will be provided with regard to expectations for family communication with the Service, which may include comments and posts through social media.

Permissions/Authorisations

In giving general consent, families must authorise in writing, the sharing and publication of information, photos and/or images of their child, prior to being posted on any social media sites.

Educators and volunteers engaged with the Service must authorise in writing, the sharing and publication of information, photos and/or images of themselves, prior to being posted on any social media sites.

Delegated administrators will have discretion to approve/deny access to the Service's social media site.

Policy Breach

All grievances and/or complaints in relation to use of the Service's social media will be dealt with as per the Complaints Handling Policy (see Policy 9.5).

Misuse of social media can have serious consequences for the Approved Provider, the Service, its employees and families therefore any party that posts negative or defamatory comments on the Service's social media sites will be reported to the Administrators.

Continued posting of negative and/or defamatory comments will result in the offending party being blocked from the Service's social media accounts.

The Nominated Supervisor and Approved Provider are responsible for ensuring adherence to these social media guidelines. This includes undertaking appropriate investigation of any suspected or identified breach. In the event of serious misconduct, procedures as per the relevant Service policy will be followed

References

<http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/social-media-and-community-online.pdf>

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.27 Self-Assessment and Quality Improvement

The Service acknowledges and recognises that continuous improvement is an important part of the National Quality Framework and takes a proactive approach to establishing effective processes and systems for evaluating and reviewing current practices and identifying area and opportunities for improvement.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 (National Regulations 55 and 56);
- 'My Time, Our Place' Framework for School Age Care in Australia;
- NQS Area: 7;

Procedures

Self-assessment and continuous improvement is an ongoing process. The Approved Provider and Nominated Supervisor will actively work towards developing a culture of self-assessment and continuous improvement in every aspect of Service operation.

The Approved Provider and Nominated Supervisor shall be responsible for developing a continuous improvement process which will include regular reviews of the quality of current Service and educator practices.

As part of the Service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- effectiveness of current practice in delivering quality outcomes for children, families and educators;
- improvements to current practices, procedures and service routines; and
- changes to be implemented as a result of review.

All Stakeholders (Management, Educators, families and children) will be encouraged to be involved in the Service's continuous improvement process with ideas and suggestions for practice improvements welcomed.

To comply with National Regulations 55 and 56, the Approved Provider will ensure that a Quality Improvement Plan is prepared and maintained for the Service that:

- contains a statement of philosophy of the Service;
- includes the assessment of the quality of practices of the Service against the National Quality Standard and the National Regulations
- identifies the areas requiring improvement, goals, and the steps to improve; and
- maintains notes with dates of the progress being made.

The Approved Provider will ensure that the Service's Quality Improvement Plan is reviewed and revised:

- At least annually; and/or
- When directed by the Regulatory Authority

The Approved Provider will submit the Service's current Quality Improvement Plan to the Regulatory Authority on request.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.28 Record Keeping and Retention

The Service acknowledges its duty to document and maintain appropriate employee, family and child records in line with regulatory requirements. This policy outlines the types of records kept by the Service as well as the procedure for secure storage and/or archiving of such records.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011;
- Child Protection Act 1999 and Regulations 2000;
- Privacy Act 1988 and Regulations 2013;
- Work Health and Safety Act 2011 and Regulations 2011;
- Children's Services Award (2010);
- Parents and Citizens Associations Award (2016);
- Commonwealth Child Care Act 1972 (Child Care Subsidy);

- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011;
- Australian Child Care Provider Handbook;
- NQS Area: 7;

Procedures

Records to be kept in relation to the Service

In order to comply with regulatory requirements, the Service shall maintain current policies and procedures, particularly in relation to the following matters:

- health and safety, including matters relating to:
 - nutrition, food and beverages, dietary requirements;
 - sun protection;
 - water safety, including safety during any water-based activities; and
 - the administration of medication and first aid.
- incident, injury, illness and trauma procedures;
- dealing with infectious diseases;
- dealing with medical conditions in children;
- emergency and evacuation;
- delivery of children to, and collection of children from the Service;
- excursions
- providing a child safe environment including child protection;
- staffing, including:
 - a code of conduct for staff members; and
 - determining the responsible person present at the Service; and
 - the participation of volunteers and students on practicum placement.
 -
- interactions with children;
- enrolment and orientation;
- governance and management of the Service including confidentiality of records;
- the acceptance and refusal of authorisations;
- dealing with complaints; and
- payment of fees and provision of a statement of fees charged by the service.

The Service shall keep a record of any compliance matters, including:

- details of any amendment of the Service Approval including:
 - the reason stated by the Regulatory Authority for the amendment;
 - the date on which the amendment took, or takes, effect;
 - the date (if any) that the amendment ceases to have effect.
- details of any suspension of the Service approval (other than a voluntary suspension), including:
 - the reason stated by the Regulatory Authority for the suspension;
 - the date on which the suspension took, or takes, effect; and
 - the date that the suspension ends.
- details of any compliance direction or compliance notice issued to the Approved Provider in respect of the Service, including:
 - the reason stated by the Regulatory Authority for issuing the direction or notice;
 - the steps specified in the direction or notice; and
 - the date by which the steps specified must be taken.
- The compliance records must not include any information that identifies any person other than the Approved Provider.

Records required to be kept in order to comply with requirements of the Child Care Subsidy:

To maintain approval, providers must keep certain records and notify the Department of Education and Training of certain events. Failure to keep these records and provide the required notifications can result in suspension or cancellation of provider or service approvals, or other penalties. All providers must keep and maintain the following records:

- complaints made to the provider, or to any of the Services of the provider, relating to compliance with the Family Assistance Law
- record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care)
- statements or documents demonstrating that Additional absence days in excess of the initial 42 absence days meet the criteria
- copies of invoices and receipts issued in relation to the payment of child care fees
- copies of all Statements of Entitlement issued and any statements issued to advise of a change of entitlement.

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- any notice given to a state or territory body about a child at risk of abuse or neglect
- copies of the evidence and information provided with an application for approval about persons with management or control of a provider and persons responsible for the day-to-day operation of a Service
- any evidence or information produced to obtain police checks and working with children checks for personnel and to support any statements about these checks in an application for provider or Service approval.

- Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.
- Providers must keep written records of all required background checks for all specified personnel.
- Records must be kept for seven years.

Records required to be kept by the Service in relation to building and environmental safety include (but not limited to):

- annual Occupiers' Statements;
- Certificate of Building Classification;
- Emergency and Evacuation instructions/plan for each building;
- evacuation signs and diagrams for each evacuation route;
- emergency evacuation/lockdown evaluation records;
- Personal Emergency Evacuation Plan (PEEP) for any individual who cannot use the normal evacuation procedures;
- maintenance records for all fire safety equipment.

As per regulatory requirements, the Service must ensure that, for the purposes of the educational program, records of evaluations of children's wellbeing, developmental needs, learning and participation in the program are maintained.

The Service shall keep all records, in compliance with, and as prescribed under other relevant legislation, regulations, local government by-laws and national codes, and as mentioned in specific policies of the Service.

Records to be kept in relation to Educators

For the purposes of this policy, the term Educators includes (but is not limited to) the Educational Leader, volunteers, vocational students and responsible persons. Staff records for all Educators (including the Nominated Supervisor) will include:

- full name, address and date of birth of the person;
- evidence of any relevant qualifications held by the person; or if applicable, that the person is actively working towards that qualification;
- evidence of any approved training (including first aid training) completed by the person; and
- clear copy of positive notice for child related employment (Blue Card).

The staff record must include the name of the person designated as the Educational Leader.

The staff record must include the full name, address and date of birth of each student or volunteer who participates at the Service. The Service must also keep a record for each day on which the student or volunteer participates at the Service, the date and the hours of participation.

The Approved Provider must keep a record of Educators working directly with children that includes the following information:

- the name of each Educator who works directly with children being educated and cared for by the Service;
- the hours that each Educator works directly with children being educated and cared for by the Service (rosters and timesheets).

The Service will keep a record of the responsible persons who have been delegated, and with their written acceptance, to be placed in day to day charge of the Service. The staff record will identify the name of the responsible person at the Service for each time that children are being educated and cared for by the Service.

The Approved Provider will maintain all employment records and other relevant employee documentation for educators including (but not limited to):

- timesheets and/or wage books;
- personal information including next of kin and medical information;
- employee contracts, letters of employment, etc.;
- records of any work, health and safety incident or injury.

Records to be kept in relation to children and families

The Service will ensure that an enrolment record is kept for each child that includes (as a minimum) the following information:

- the full name, gender, date of birth and address of the child;
- the name, address and contact details of:
 - each known parent of the child;
 - any person who is to be notified of an emergency involving the child and if any parent of the child cannot be immediately contacted;
 - any person who has been given permission by a parent or family member to collect the child from the Service;
 - any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child;
 - any person who is authorised to authorise an Educator to take the child outside the Service's approved area.
- clear copies of any court orders, parenting orders or parenting plans relating to the child's residence; to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or the child's contact with a parent or other person;
- the language used in the child's home;
- the cultural background of the child and, if applicable, the child's parents;

- any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;
- an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the Service to seek:
 - medical treatment for the child from a registered medical practitioner, hospital or ambulance service;
 - transportation of the child by an ambulance service.
- if relevant, an authorisation for the Service to take the child on regular outings;
- the child's Medicare number and the name, address and telephone number of the child's registered medical practitioner or medical service;
- details of any specific healthcare needs of the child, including:
 - any medical condition;
 - allergies, including whether the child has been diagnosed as at risk of anaphylaxis;
 - any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy;
 - details of any dietary restrictions for the child;
 - the immunisation status of the child;

The Service shall ensure that children's attendance records are kept and shall include:

- the full name of each child attending;
- the date and time each child arrive and departs; and
- a signature of one of the following persons at the time that the child arrives and departs:
 - the person who delivers the child to the education and care service premises or collects the child from the education and care service premises; or
 - the Nominated Supervisor or an Educator.

The Service will keep a medication record for all children enrolled at the Service. The records will include:

- the name of the child;
- the authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- the name of the medication to be administered;
- the time and date the medication was last administered;
- the time and date, or the circumstances under which, the medication should be next administered;
- the dosage of the medication to be administered;
- the manner in which the medication is to be administered.

If the medication is administered to the child, or the child self-administers their medication, the record must include:

- the dosage that was administered;
- the manner in which the medication was administered;
- the time and date the medication was administered;
- the name and signature of the person who administered the medication;
- the name and signature of the educator witness to the dosage and administration.

The Service must ensure that an incident, injury, trauma and illness record is kept in accordance with regulatory requirements. The incident, injury, trauma and illness record must include:

- Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while in care, including:
 - the name and age of the child;
 - the circumstances leading to the incident, injury or trauma; and
 - the time and date the incident occurred, the injury was received or the child was subjected to the trauma.
- Details of any illness which becomes apparent while the child was in care including:
 - the name and age of the child;
 - the relevant circumstances surrounding the child becoming ill; and
 - the time and date of the apparent onset of the illness.
- Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while in care, including:
 - any medication administered or first aid provided;
 - any medical personnel contacted;
 - details of any person who witnessed the incident, injury or trauma;
 - the name of any person the service notified or attempted to notify;
 - the time and date of the notifications or attempted notifications;
 - the name and signature of the person making an entry in the record, and the time and date that the entry was made;

The information above must be recorded as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Length of time records must be kept

In order to comply with regulatory requirements, the Service will keep records for the following periods:

- if the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years;
- if the record relates to an incident, illness, injury or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the Service, until the child is aged 25 years;

- if the record relates to the death of a child while being educated and cared for by the Service or that may have occurred as a result of an incident while being educated and cared for, until the end of 7 years after the death;
- in the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the Service.
- if the record relates to the Approved Provider, until the end of 3 years after the last date on which the Approved Provider operated the education and care Service;
- if the record relates to the Nominated Supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the Nominated Supervisor or staff member provided education and care on behalf of the service; and
- in the case of any other record, 3 years after the date on which the record was made.
- records required to be kept in order to comply with requirements of Child Care Subsidy must be kept for 7 years from the date that record was made.

Confidentiality and storage of records

Documentation collected by our Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant and authorised individuals.

If the Service is transferred to another Approved Provider under the law, documents relating to a child will not be transferred without the express consent of the child's parents.

The Service will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates;
- a parent of the child to whom the information relates, except in the case of information kept in a staff record;
- the Regulatory Authority or an authorised officer;
- as expressly authorised, permitted or required to be given by or under any Act or law; and
- with the written consent of the person who provided the information.

Date of Development/r eview	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.29 CCS and ACCS Management and Compliance

Policy Statement

The service is committed to ensuring that Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS) is administered effectively and in accordance with relevant legislation. The procedures outlined in this policy describe the steps taken to ensure compliance with the service's obligations as an approved child care service for the purpose of administering ACCS.

Additional Child Care Subsidy provides additional fee assistance to support vulnerable or disadvantaged families and children. This support recognises the preventative and protective influence of quality child care on a child's health, wellbeing and development, and the importance of continuity of care.

There are four different payments under Additional Child Care Subsidy: deAdditional Child Care Subsidy (child wellbeing) — to help children who are at risk of serious abuse or neglect.

1. Additional Child Care Subsidy (grandparent) — to help grandparents on income support who are the principal caregiver of their grandchildren.
2. Additional Child Care Subsidy (temporary financial hardship) — to help families experiencing financial hardship.
3. Additional Child Care Subsidy (transition to work) — to help low-income families transitioning from income support to work.

With the exception of ACCS (child wellbeing), the claims for ACCS are made by parents/caregivers via MyGov or Centrelink. Where relevant, the service will support families to access relevant fee assistance through providing information.

ACCS (Child Wellbeing)

This particular payment provides assistance with the cost of care for families who care for a child at risk of serious abuse or neglect. Unlike other subsidies, the service applies for the child wellbeing subsidy on behalf of a family.

The application and management of ACCS (child wellbeing) payments will uphold the service's commitment to integrity of the CCS system.

Reporting and Integrity

The service recognises that strategies must be in place to ensure the service complies with the requirements for the administration of Child Care Subsidy, including reporting and that the service has an obligation to design and implement procedures for the detection and prevention of fraud in relation to CCS payments.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- National Quality Standard:
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership.

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Australian Government [Child Care Provider Handbook](#)

Related and Regulatory Foundation

[Example 2.1 Providing a Child Safe Environment](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.1 Governance and Management](#)

[Example 7.3 Managing Notifications](#)

[Example 7.4 Fees and Statements](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

System governance	The Approved Provider will ensure the relevant protections and integrity measures are established to ensure the service is compliant with CCS requirements.
Administration and	The Nominated Supervisor is principally responsible for the administration

application management	of ACCS (child wellbeing) application and submitting relevant evidence on behalf of the service and families. They will be the key contact for family enquiries.
Record Keeping	The Nominated Supervisor will maintain the relevant records and supporting evidence on behalf of the service and ensure the procedures are followed.

Procedures

The service will implement the following procedures to comply with the administration requirements of child care subsidy:

- Ensure that only ***authorised persons** within the service have access to the service's licensed software for the administration of CCS.
- Ensure that all staff who require access to the system used to administer CCS meet the fit and proper requirements.
- Ensure that all committee members of the 'Approved Provider' meet the **fit and proper** (see below) requirements.
- Reconcile payments received with payments expected.

The service will implement procedures to detect and minimise fraud, including:

- Ensuring persons administrating CCS elements on behalf of the service meet specified fit and proper requirements.
- Ensuring all service finances are handled in accordance with service policy, accounting manuals and best practice guidelines.
- Ensuring there is no personal 'conflict of interest' of staff or the governing body in the management of CCS.
- Ensuring staff are appropriately trained in CCS compliance and the use of service software.

*Authorised person means a person who has been identified by the service in writing as having permission to access the service's CCS administration software and has been provided with a username and password to access the system. Access may include management of enrolments, bookings, absences and cancellations. The Approved Provider will ensure 'Authorised' persons are appropriately trained and competent in the use of the software.

Fit and Proper Persons

A 'fit and proper person' is a person who has met the requirements of Section 43 of the Child Care Subsidy Minister's Rules 2017, which requires a provider to undertake particular suitability checks for each Person with Management or Control of the Provider.

- An Australian National Police Criminal History Check dated no earlier than 6 months from the date the individual was linked to the organisation.
- A Working with Children Check (Blue Card) if the Person with Management or Control is required to hold such a check under their state or territory's regulatory law.
- National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority (AFSA) dated no earlier than 3 months from the date the individual was linked to the organisation.
- A Current and Historical personal name extract search of the records of the Australian Securities and Investments Commission (ASIC) dated no earlier than 6 months from the date the individual was linked to the organisation.
- Evidence that the person does not appear on the banned and disqualified register held by ASIC (in the form of a computer printout of the results of the search) dated no more than 3 months from the date the individual was linked to the organisation.

We understand that evidence of these checks are required in a CCS application and, where personnel are added after CCS approval, the evidence must be made available to be shown to the department on request.

Additional Child Care Subsidy (ACCS)

The service will maintain access to a current copy of the Australian Government Child Care Provider Handbook [to support in accessing relevant guidance on ACCS](#).

ACCS (Child Wellbeing)

As a CCS provider, the service is centrally involved in identifying children who require extra support through ACCS (child wellbeing). [The service will maintain access to a current copy of the Australian Government Child Care Provider Handbook to support in accessing relevant guidance on ACCS.](#)

For the purposes of Additional Child Care Subsidy (child wellbeing), a child is taken to be at risk of serious abuse or neglect if the child is at risk of experiencing harm, as a result of current or past circumstances or events that resulted in the child being subject to, or exposed to, any of the following:

- serious physical, emotional or psychological abuse, or
- sexual abuse, or
- domestic or family violence, or
- neglect.

The Minister's Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing). The definition of 'at risk' includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is 'real and apparent'). This allows families to be eligible for the

subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

Any child who is identified as being at risk under state or territory child protection law will meet the definition of at risk and the individual (or provider) will, therefore, be eligible to receive the payment.

There are two ways for the service to access Additional Child Care Subsidy (child wellbeing):

- 1) Giving an Additional Child Care Subsidy (child wellbeing) certificate
- 2) Additional Child Care Subsidy (child wellbeing) determination.

Where the service has identified a child a risk, the first steps will be to apply for a certificate on behalf of the family. When applying for a ACCS certificate, the Nominated Supervisor will refer to the Child Care Provider Handbook for up-to-date instruction on the relevant steps.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24
26/3/24	20/5/24	30/9/27

10.30 Conflict of Interest

The Service is committed to ensuring that business and operational decisions are not negatively impacted by either a perceived or real conflict of interest. In the interests of transparency, accountability and probity, the following guiding principles and procedures for identifying, declaring and dealing with conflicts of interest will be followed by the Service's executive, employees and volunteers. For the purpose of this policy, conflict of interest also includes a potential conflict of interest.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area 7;

Procedures

How does conflict of interest arise?

A conflict of interest occurs when the private interests of a Service executive, employee or volunteer come into conflict with their duty to act in the best interests of the organisation. Conflicts of interest are particularly relevant where the executive, employee or volunteer has a decision-making role.

Conflicts of interest are not wrong in themselves and can happen without anyone being at fault. However, it is vital that they are disclosed and managed effectively to ensure that the Service executive, employees and volunteers perform their duties in a fair and unbiased way.

Personal interests that can give rise to conflicts may be pecuniary, involving an actual or potential financial gain, or non-pecuniary without any financial element.

Identifying direct and indirect conflict of interest

A direct interest is a reasonable likelihood that the circumstances of the person (including a company) would be directly altered if a matter is decided in a particular way, including a reasonable likelihood that:

- The person will receive a direct financial benefit or loss; and
- The residential amenity of the person will be directly affected.

The five types of indirect interest include:

1. Close association;
2. Indirect financial interest;
3. Conflicting duty;
4. Receipt of an applicable gift; and
5. Becoming an interested party

Declaring and reporting conflict of interest

It is the responsibility of the executive, employee or volunteer to make a declaration of the conflict of interest as soon as this becomes known to the person. This declaration should be made to the relevant person in the organisation. All conflicts of interest should be reported to the Approved Provider.

Dealing with resolving conflict of interest

The main ways resolution can be achieved are:

- Restrict;
- Recruit;
- Remove; and/or
- Relinquish

Restricting the person with the conflict in the participation of decision making is an appropriate method where the conflict is not likely to arise frequently.

Recruiting an independent person to oversee all or part of the process is an appropriate method where the conflict is more significant and needs more practice management.

Removing the person with the conflict from the process is appropriate where there is ongoing serious conflict of interest and restriction or recruitment is not practical or feasible.

Relinquishing the private interest that gives rise to the conflict.

A record shall be made of the conflict of interest and how it was resolved.

Ongoing management of conflict of interest.

The service will manage conflicts of interest by:

- Including information on processes for managing conflicts of interest in documents aimed at external stakeholders as relevant;
- Ensuring employees complete a statement of private interests (such as secondary employment and/or business dealings) on commencement, annually or at another appropriate time;
- Putting processes in place to ensure that statements of interest are updated at regular intervals; and
- Formally recording arrangements for addressing each conflict so that the agency can demonstrate how each conflict of interest was managed.

References

<http://www.icac.nsw.gov.au/preventing-corruption/knowning-your-risks/conflicts-of-interest/4897>

http://www.macquarielawyers.com.au/files/How_To_Identify_A_Conflict_Of_Interest.pdf

Date of Development/r eview	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.31 Managing instances of Non-Compliance and Policy/Procedure breaches within the Service

The Service recognises that strategies must be in place to ensure remedy any breaches with relevant legislation. This policy is designed to identify the various legislation and government authorities where compliance is required and clear strategies for steps to be taken when non-compliance is identified. ensuring the service actively monitors compliance aspects.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Australian Government Department of Education Child Care Provider Handbook
- Privacy Act 1988 and Regulations 2013
- Work Health and Safety Act 2011 and Regulations 2011
- NQS Area 7

Procedures

The Service will take immediate action to remedy any non-compliance and policy/procedure breaches identified through:

- Internal compliance monitoring activities (in accordance with Policies 10.1 & 10.10)
- External compliance monitoring activities such as:
 - Spot checks undertaken by the Regulatory Authority
 - External audits

In accordance with Regulation 167, the Service will keep a record of its compliance history and make it accessible upon request. The history must include:

- Details of any amendment of the Service approval made by the Regulatory Authority under section 55 of the Law;
- Details of any suspension of the Service approval (other than voluntary suspension); and
- Details of any compliance direction or compliance notice issued to the approved provider in respect of the Service.

The information in the Service's compliance record must not include any information that identifies any person other than the approved provider.

Policy and Procedure breaches

Any action undertaken by employees, volunteers and management that is inconsistent with Service policy and procedure shall be considered a breach.

The action taken to remedy breaches may include:

- reviewing the policy and procedure and updating as required
- retraining in the policy and procedure
- undertaking disciplinary action in accordance with policy 8.19

Policy and procedure breaches resulting in non-compliance with the law will be reported in accordance with policy 10.33 Managing Notifications

Positive Notice Blue Card Compliance

All employees (Paid or Exemption), volunteers (Volunteer) and executive members of management (Business Owners) must hold a current and valid Working with Children Check - Blue Card.

Prospective paid employees shall not be engaged to work at the Service until appropriate application for a blue card has been made. Required evidence of such application shall be maintained at the Service.

A blue card register will be maintained at the Service containing copies of blue cards of all employees, volunteers and executive members of management. The register shall be referred to by the Nominated Supervisor/Administrator on a regular basis to track expiry dates.

All employees, volunteers and executive members of management holding existing blue cards prior to their involvement with the Service shall be required to complete appropriate documentation to have their engagement with the service recorded e.g. <https://www.bluecard.qld.gov.au/pdf/forms/DJAG008-Link-an-applicant-or-cardholder.pdf>.

All employees, volunteers and executive members of management shall be provided with information regarding their responsibilities in holding a blue card.

Any breaches to these obligations will be reported to the Approved Provider and immediate action taken to remedy the breach.

Date of Development/r view	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.32 Governance and Management

Policy Statement

The Approved Provider is responsible to ensure that appropriate governance arrangements - *the way its business is organised, managed and operated* - are in place to guide service decision making, ensuring effective oversight for those with management and control of the service.

Persons With Management and Control

Guided by regulatory requirements, any persons appointed to relevant leadership and governance responsibilities must be able to demonstrate they are fit and proper people, including—

- Holding relevant working with children checks.
- Evidence of management capability.
- Ability to obtain relevant background/probity checks (National Police Check etc).

Persons with management and control will be guided by the organisation's constitution and relevant legislation when discharging responsibilities.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.161 Offence to operate education and care service without nominated supervisor
 - s.161A Offence for nominated supervisor not to meet prescribed minimum requirements
 - s.174 Offence to fail to notify certain information to Regulatory Authority
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- National Quality Standard:
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Education (General Provisions) Act 2006 (Qld)
- A New Tax System (Family Assistance) Act 1999 (Cth)
- P&C Constitution⁹
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

Key Tasks and Responsibilities

Governance Decisions	<p>In the case of a P&C operated OSHC:</p> <p>The executive committee of the Approved Provider will discharge the responsibilities of the Association in relevant management decision-making.</p> <p>In the case of an individual or incorporated association governance structure this will be worded differently to reflect the governing rules of the association for persons with management and control.</p>
Day-to-day leadership	<p>The Nominated Supervisor, or in their absence, the Responsible Person, will be responsible for managing and controlling the day-to-day functions of the service and report relevant information to the Approved Provider. However, it should be noted that the day-to-day leadership functions of the Responsible Person do not assume to full level of responsibilities and duties held by the Nominated Supervisor as would be articulated in the position description defining that role.</p>

Procedures

Governance

Fit and Proper Persons

When electing individuals for responsibilities of management and control of the Approved Provider, the members of the association will consider the fitness and propriety of nominated individuals, as they will need to demonstrate these characteristics to the Regulatory Authority to hold Provider Approval.

Management capability includes (but is not limited to) the individuals' qualifications, knowledge, skills and experience in the areas of:

- Governance.
- Employment.
- Quality assurance and compliance.
- Risk management.

Decision-Making

The Approved Provider will ensure decision making is consistent with the organisation's governance framework and the organisation's constitution which sets out broader principles of how the organisation is managed and controlled.

The individuals with management and control of the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

- The P&C's or other entity's Constitution.
- In the case of a P&C, the Accounting Manual.
- Queensland Education (General Provisions) Act if applicable.
- Education and Care Services National Law and Regulations.
- Family Assistance Law.

Sustainable Operations and Handover

Relevant documentation and plans are created to set out and describe key systems of work to support both the efficient operations of the service and effective handover of people with management and control. These plans and structures ensure that there is minimised impact when there are changes in the executive committee.

Day-to-Day Management and Leadership

Structure

The service has structured its staffing arrangements to ensure an organised, systematic, and effective approach to daily management. While the Nominated Supervisor is the person principally responsible for the day-to-day management and organisation of the service, they are supported by a leadership team, including Responsible Persons to supervise and coordinate relevant sessions of care.

Responsibilities

Broadly the Nominated Supervisor is responsible for—

Staffing and Supervision

- Develop and implement rosters to always ensure appropriate staff-to-child ratios and adequate supervision.
- Conduct daily staff briefings to communicate the day's agenda, any special requirements, and to address queries or concerns.
- Encourage and facilitate ongoing professional development for staff to enhance their skills and knowledge.
- Review and update staff training needs, ensuring adherence to current best practices.

Maintaining a Safe Environment	<ul style="list-style-type: none"> • Ensure daily safety checks of indoor and outdoor areas are carried out, ensuring spaces are safe and prepared for children. • Ensure cleanliness and hygiene through a consistent cleaning schedule. • Ensure all staff are trained and proficient in executing emergency procedures and other key procedures.
Child Arrival and Departure	<ul style="list-style-type: none"> • Ensure procedures are followed for children's arrivals and departures, keeping accurate attendance records. • Verify authorisation and identity of individuals collecting children.
Communication and Collaboration	<ul style="list-style-type: none"> • Establish clear and consistent communication channels with families, keeping them informed about their child's participation, behaviour and any relevant service updates. • Engage with staff, acknowledging their input, and providing support as needed.
Administration	<ul style="list-style-type: none"> • Oversee administrative tasks including enrolment management, record-keeping, and regulatory documentation. • Manage financial operations including fee collection, budgeting, and resource allocation.
Continuous Improvement	<ul style="list-style-type: none"> • Regularly assess and evaluate the service's practices and programs, identifying areas for improvement. • Implement strategies for continuous improvement, incorporating feedback from staff and families.
Reporting	<ul style="list-style-type: none"> • Notify the Approved Provider of relevant information and circumstances. • Where needed, report relevant information to the Regulatory Authority on behalf the service.

Accountability

The Approved Provider will monitor the Nominated Supervisor's performance in managing the service's function. Should there be concerns regarding the operations and leadership of the service, the Approved Provider will take relevant action to address these.

Date of Development/ review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

25/3/24	20/5/24	30/9/27
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10.33 Managing Notifications

Policy Statement

The Approved Provider recognises its obligation to ensure sound reporting and information sharing is established and effective. The service will ensure notifications are made as required and to the relevant authority. The Approved Provider recognises as an approved Education and Care service it must notify authorities within statutory guidelines to ensure compliance.

This policy and procedure developed by the service aims to identify specific obligations for staff and management to ensure proper internal and external reporting.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
 - s.174 Offence to fail to notify certain information to Regulatory Authority
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
 - R.176 Time to notify certain information to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)
- Work Health Safety Act 2011 (Qld)
- National Principles for Child Safe Organisations

Related Policies and Procedures

[Example 2.1 Providing a Child Safe Environment](#)

[Example 2.4 First Aid Administration](#)

[Example 2.6 Medical Conditions in Children](#)

[Example 2.8 Safe Arrivals and Departures of Children](#)

[Example 2.9 Incidents, Illness, Injury, and Trauma](#)

[Example 2.12 Child Protection and Mandatory Reporting](#)

[Example 4.1 Code of Conduct](#)

[Example 5.1 Interactions and Relationships with Children](#)

[Example 6.1 Enrolment and Orientation](#)

[Example 6.3 Feedback and Complaints](#)

[Example 7.1 Governance and Management](#)

[Example 7.2 Privacy and Confidentiality of Records](#)

[Example 7.7 Managing Concerns of Harmful Sexual Behaviours](#)

Key Tasks and Resonsibilities

Managing access to reporting systems	The Approved Provider is to have the administrator access to all accounts associated with the service and is responsible for delegating access to employees.
Submitting notifications	Typically, the Nominated Supervisor will act on behalf of the Approved Provider and submit relevant notification on their behalf.

Procedures

National Quality Framework (Regulatory) Notifications

NQAITS Portal – Notification Submissions

The relevant delegate must make the submission on behalf of the service to the Regulatory Authority using the National Quality Agenda IT System (NQA IT System).

The management of user accounts will be delegated at the discretion of the Approved Provider, it is expected this would include:

- Any Nominated Supervisors.
- Any other relevant Responsible Persons and/or administrators.

Procedures specify the circumstances where notifications are to occur and the role responsible for making relevant submission. For circumstances outside of incidents and complaints, it will be a representative of the Approved Provider who will manage notifications and the submission of attachments.

Regulatory Authority Notifications

The National Law and Regulations sets out particular circumstances and information that must be provided to the Regulatory Authority within strict timeframes. These are outlined in the following table:

Incidents and Complaints	
Serious incident - Death of a child	As soon as practicable, but within 24 hours
Serious incident	Any incident involving serious illness of a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital
	Any incident involving serious injury or trauma to a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital, or a reasonable person would consider that the child would require urgent attention from a registered medical practitioner
	Any emergency for which emergency services attended
	A child is missing or cannot be accounted for or appears to have been removed from the premises by a person not authorised by a parent
	A child is mistakenly locked in or out of the premises or any part of the premises
Any complaint alleging that a serious incident has occurred or is occurring at	

an education and care service, or the National Law has been contravened	
Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period	
The centre-based service is educating and caring for extra child/ren due to an emergency	
Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service	Within 7 days
Any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service	
Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service	
Change to information about Approved Provider	
Change to address or contact details of approved provider/nominated supervisor	Within 7 days
Any change relevant to approved provider's fitness and propriety	
The appointment of receivers or liquidators to the approved provider or any matters that affect the financial viability and ongoing operation of the service	
Death of approved provider	
Notice of any appointment or removal of a person with management or control of service	Within 14 days
Notice of change in name of approved provider	

Change to information about education and care service	
Any change to the hours and days of operation of the service	Within 7 days
Any proposed change to the premises	
Ceasing to operate the education and care service	
A nominated supervisor is no longer employed at the service, is removed from the role or withdraws consent to the nomination	
Adding nominated supervisor(s)	At least 7 days prior to commencement (or as soon as practicable but no more than 14 days after commencement)
Suspension or cancellation of a working with children card or teacher registration of a nominated supervisor, or disciplinary proceedings of a nominated supervisor under an education law	Within 14 days
Intention to transfer service approval	At least 42 days

Department of Education and Training Notification (CCS)

All CCS reporting is submitted via the service's child care software or the Provider Entry Point (PEP). OSHC must report relevant information to ensure compliance, including about the following matters:

Matters to be notified	Timeframe
The number of anticipated vacancies (an ongoing OSHC full-session vacancy).	By 8.00 pm (AEST) each Friday.
The total hourly fee charged by the service including any change to the fee information.	Within 14 days

Any change to the operating hours.	
Ceasing to operate an approved child care service.	At least 42 days
Ceasing to operate to avoid being in breach of a law of the Commonwealth, a state or a territory or due to circumstances beyond the provider's control (when 42 days' notice cannot be given).	Within 24 hours after ceasing to operate the service.
Change of physical or postal address of the provider or the service's premises.	No later than 30 days
Change to the name of the provider or the service.	Within 14 days
Change contact details (email, website, phone, fax) of the provider or service.	
Information about any new person with management or control of the provider (including any person who becomes responsible for the day-to-day operation of any of the provider's approved child care services)	Within 7 days
Change of the name or contact details for a person with management or control of the provider (including any person who is responsible for the day-to-day operation of any of the provider's approved child care services)	
<p>The provider becomes aware, because of a background check undertaken for a specified person, that the person:</p> <ul style="list-style-type: none"> ▪ has a serious conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country. <ul style="list-style-type: none"> • an indictable offence punishable by a maximum of two years imprisonment or 40 penalty units. • an offence involving violence or a sexual offence. • an offence involving fraud, stealing or dishonesty. ▪ is an undischarged bankrupt, or ▪ was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand. 	

<p>An event or circumstance in relation to a person with management or control of the provider (including a person responsible for the day-to-day operation of any of the provider's approved child care services) that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of Child Care Subsidy.</p>	
<p>A person stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved child care services).</p>	
<p>An educator obtains a child care qualification from a registered training organisation</p>	
<p>A provider or a person with management or control of the provider obtains an interest, or is likely to obtain an interest, in a business which may affect their ability to comply with Family Assistance Law, where the approval may benefit the business or where a conflict of interest might reasonably be perceived to exist.</p>	
<p>Change in the status of a working with children card (blue card) for anyone who is required to have such a card</p>	<p>Within 24 hours</p>
<p>The provider enters into administration, receivership, liquidation or bankruptcy, and the details of this event.</p>	
<p>Unexpected closure of any of the provider's approved child care services due to unforeseen circumstances.</p>	
<p>A serious conviction or finding of guilt of a person with management or control of the provider (including a person who becomes responsible for the day-to-day operation of any of the provider's approved child care services),</p>	

Additional Reporting

Mandatory Reporting (Child Protection)

Where a staff member of the service has a reasonable suspicion, a child may be in need of protection they are to follow the [2.12 Child Protection and Mandatory Reporting policy](#) and report the matter to Child Safety.

Public Health

While unlikely, there is potential for the service to report relevant occurrence of infectious diseases to the local Public Health Unit. Circumstances surrounding notifications and reporting is set out in policy [Example 2.5 Infectious Diseases](#).

Date of Development/re view	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24
25/3/24	20/5/24	

10.34 Personal Information and Consent form for Approved Provider

Mayfield State School OSHC

Authorised Person Authorisation and Information Form to comply with service Policy 10.32 and 10.34

Title: Mrs /Ms /Mr

Surname _____

Given Names _____

Address _____

Suburb _____

Postcode _____

Phone _____

Landline _____

Mobile _____

Date of Birth _____

Email Address _____

Blue Card Registration Number _____

Expiry _____

AUTHORITY:

I give authority for *(insert name of service)* to conduct the following searches on my behalf as a person in management or control of the approved child care service, *(insert name of service)*.

ASIC Person Search YES / NO

ASIC banned and disqualified register YES / NO

AFSA Insolvency Check YES / NO

I understand that the following searches/forms/information need to be provided by myself within 10 business days of being elected to an executive position on *(insert name of service)* as a person in management and control of the approved child care service, *(insert name of service)*.

AFP National Police Check YES / NO

Resume stating fitness to manage a child care service YES / NO

PA02 – Declaration of Fitness and Propriety YES / NO

Signature _____ Date _____
 Witness Signature _____ Date _____

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

10.35 Promoting and Protecting Human Rights

The Approved Provider, in providing an OSHC service on behalf of the state, recognises its duties are a *public entity* as defined within the *Human Rights Act (Qld) 2019*.

The Approved Provider is committed to protecting and promoting human rights; therefore, it will ensure the service’s functions (the acts and decisions) are compatible with all human rights contained within the Act. In making decisions, the Approved Provider, its delegates and employees are committed to giving proper consideration to human rights relating to these decisions. The Approved Provider, its delegates and employees will be familiar with the Act, including the human rights contained within it:

Human Rights (<i>Human Rights Act 2019 s15-37</i>)
Civil and political rights

<ul style="list-style-type: none"> • Recognition and equality before the law • Right to life • Protection from torture and cruel, inhuman or degrading treatment • Freedom from forced work • Freedom of movement • Freedom of thought, conscience, religion and belief • Freedom of expression • Peaceful assembly and freedom of association • Taking part in public life • Property rights • Privacy and reputation 	<ul style="list-style-type: none"> • Protection of families and children • Cultural rights—generally • Cultural rights—Aboriginal peoples and Torres Strait Islander peoples • Right to liberty and security of person • Humane treatment when deprived of liberty • Fair hearing • Rights in criminal proceedings • Children in the criminal process • Right not to be tried or punished more than once • Retrospective criminal laws
Economic, social and cultural rights	
<ul style="list-style-type: none"> • Right to education 	<ul style="list-style-type: none"> • Right to health services

The service and the Approved Provider have developed and will implement fair complaints procedure to address any claim made regarding where the service is alleged to have limited a person's human right. The Association recognises where a complaint relates to unlawful human rights actions or decisions, it will be required to follow relevant Departmental policy and refer these complaints to the school's Principal for further investigation and management.

Relevant Laws and other Provisions

- Education and Care Services National Law Act and Regulations
- Human Rights Act (Qld) 2019
- Australian Government Department of Education Child Care Provider Handbook
- National Quality Standard, Quality Areas:
 - 1 – Educational program and practice
 - 2 – Children's health and safety
 - 3 – Physical environment
 - 4 - Staffing arrangements
 - 5 - Relationships with children
 - 6 - Collaborative partnerships with families and communities
 - 7 – Governance and leadership

Related Policies - 2.2 Statement of Commitment to the Safety and Wellbeing of Children;
 2.23 Interactions and Relationships with Children;
 8.6 Employee and Volunteer Grievance;
 8.7 Workplace Harassment, Bullying and Discrimination;
 8.9 Code of Conduct;
 9.3 Communication with Families;
 9.4 Communication with Community;
 9.5 Feedback and Complaints;
 10.32 Appropriate Governance

Procedures

Decision Making and Policy

The Approved Provider will consider the impact on the compatibility of an individual's human rights when developing policy and making a decision for the service, especially those with a direct and explicit connection to any human right.

The Approved Provider will reflect these considerations in the policy documents outlining, where relevant when specific human rights are being protected.

Employees, volunteers and representatives will be expected to act consistent with policy and procedures of the service and make judgements that promote and protect an individual's human rights.

Where issues of human rights incompatibility are identified, the service will act promptly to rectify and respond to the matter.

Complaints

The service has established practices for fair complaints handling (see 9.5 *Feedback and Complaints*). Where an individual believes the service has acted in a way that is incompatible with a person's human rights, the matter will be referred to the Principal for Departmental handling.

Any person (employee, volunteer, child, parent, community member, etc.) has the right to make a complaint if they believe any of their human rights have been infringed.

Where a complainant is not satisfied with the response from the Association or Department, they may be available to pursue the matter to the Queensland Human Rights Commission, via making a submission directly to the Commission.

The service will not prejudice any person's access to further proceedings and will at all times support an individual to access a just outcome.

Communication and Promotion

Information about the service's complaints process is displayed in a prominent location within the service. Additionally, further information is contained within the service's family handbook.

Relevant information will be supplied to families and stakeholders via notices, policy updates and appropriate resources.

The service's program will explore opportunities to promote children's awareness of their rights and the rights of others in innovative and child-focused methodologies.

Training and Orientation

Staff and volunteers will receive training and instruction on their obligation to promote and protect individual rights on commencement of engagement and routinely throughout their time with the service.

Date of Development/review	Date Ratified	Date to be Reviewed
9/2/22	21/3/22	30/9/24

APPENDIX 1 – Extra Curricular Activity Permission Form (Policy 2.4 & 3.8)

Extra Curricular Activity Permission Form

Childs Name:		Class:	
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I, as parent/guardian of the above child, give my permission for them to leave Mayfield OSHC to attend:

- Swimming Tennis Cross Country Other _____

I authorise OSHC staff to release my child from care on (please tick):

Before School Care					After School Care				
Mon	Tues	Wed	Thur	Fri	Mon	Tues	Wed	Thur	Fri

Start Date	End Date	Time activity starts	Time activity finishes

I understand that Mayfield OSHC is not responsible for my child from the time they leave the service until they return and report to an OSHC educator.

I will ensure that the provider of the activity is aware of their responsibilities during the time my child is in their care.

I have made the following arrangements for my child to travel safely between OSHC and the activity:

- Accompanied by a representative of the activity or OSHC staff
 I give permission for my child to walk themselves to their activity

The time my child leaves the service and time they return will be documented on the Activity Register. If I pick up/drop off my child at the activity, I will still need to sign the main OSHC Attendance Roll.

A separate form must be filled out for each child and each activity.

Parent/Guardian Name:	
Signature:	Date:

APPENDIX 2 – Children's Online Safety Agreement (Policy 2.17 and 2.18)

Online Safety Agreement

Attention Parents/Care givers,

This online safety agreement has been developed as part of the Service's risk management procedures for children accessing the internet whilst at OSHC.

Parents/Caregivers play an important role in developing children's knowledge and understanding of on-line safety and cyber-safe practices therefore, we invite you to discuss this user agreement with your child and encourage them to follow these strategies at OSHC when they are accessing information and communication technologies (ICT) such as USB and flash memory devices, iPods, MP3 players, digital and video cameras, mobile phones, gaming consoles and any other similar technologies.

Children at OSHC will not have access to any ICT equipment or devices until an On-line Safety Agreement is signed and returned it to the OSHC service.

CHILD

Please read carefully and sign at the bottom:

- I will only go online when an educator is present;
- if I am unsure whether I am allowed to do something involving ICT, I will ask an educator first;
- if I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name and I will keep my password private;
- I will not share my name, address or telephone number online and I will tell an educator if anyone asks me for this information. I will not post photos of myself, my family, friends or others to any online forums or sites.
- I will use the internet, mobile phone or any ICT equipment only for positive purposes and not to be mean, rude or offensive to anyone;
- I will not download anything or install any programs or games without asking an Educator first;
- I will search for things online that I know are appropriate and will not search for anything that is rude, violent or uses unacceptable language;
- I will report to an Educator anything that upsets me, is mean or rude or that I know is unacceptable;
- I will only bring ICT equipment or devices to OSHC with the written permission of my parents/care giver and OSHC service. This will include mobile phones, iPods, tablets, games, cameras and USB/portable drives;

- only with written permission from my parent/care giver and the OSHC service will I be able to connect any personal ICT device to a service device;
- I will treat all ICT equipment and devices with care and respect;
- I will follow all OSHC cyber-safety strategies and act responsibly;
- I will report any breakages or damage to an educator;
- I understand that OSHC educators may access my internet browsing history and look at any files I have created on the computer at any time;
- if I do not follow cyber-safe practices the OSHC may inform my parent/care giver and my ICT access will be limited. In serious cases, where illegal material or activities are involved or suspected, it may be necessary to inform the police. Such actions may occur even if the incident occurs off-site or out of the OSHC service's care.

Child's name:

Signature:

Date:

Parent/Care giver

I have read and understood this On-line Safety Agreement and I acknowledge that I am aware of the OSHC services strategies to maintain a cyber-safe environment for my child.

Parent/care giver name:

Signature:

Date:

OSHC Service

I have spoken with this parent/care giver to ensure they are aware of the OSHC service's policies and procedures for:

- children accessing the internet while at OSHC; and
- cyber-safe practices at OSHC

OSHC Coordinator name:

Signature:

Date:

APPENDIX 3 – Sample Excursion Permission Form (Policy 3.5)

Mayfield State School OSHC, Paget Street, Carina QLD 4152

Monday 12 December 2016 - Friday 20 January 2017

6:45am - 6pm: Theme activities 9am - 3pm

\$52 incursions; \$58 excursions; \$43 every other day

Parents/Guardians Name(s) _____

Childs Name (one form per child): _____

Contact No. _____

School: _____

Please place an X on each day you wish to book:

D E C E M B E R							J A N U A R Y						
MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4	2	3	4	5	6	7	8
5	6	7	8	9	10	11	9	10	11	12	13	14	15
12	13	14	15	16	17	18	16	17	18	19	20	21	22
19	20	21	22	23	24	25	23	24	25	26	27	28	29
26	27	28	29	30	31	1	30	31					

A separate enrolment form will need to be completed for first time users of the service. By signing below, you are acknowledging you understand the experiences your child will be having at Mayfield Vacation Care, and authorising your child to participate in them, including incursions and excursions. Please advise us in writing if you do not wish your child to participate in a particular experience.

By making a booking you allocate a place to your child. You can cancel the booking if you let us know by 6pm the business day before attendance (this does not include excursions, refer to fees and cancellations). After that, whether or not your child attends, the session fee will be charged to your account.

Signature _____ Date _____

MAYFIELD OSHC
STATESCHOOL
 Paget Street, Carina QLD 4152
 p: 3398 9599 e: admin@mayfieldoshc.com.au

bookings _____

Bookings can only be received in writing on the form provided. The form can be emailed to the service, hand delivered or posted.

cancellations _____

Cancellations can be made up until 6pm the business day before without charge. Cancellations after that time (or non-attendance) will result in the full fee being charged. **Cancellations after the excursion cut off date of Friday 9th Dec and Tuesday 3rd January will incur the regular excursion fee.**

fees _____

Our fees before the Child Care Benefit and Child Care Rebate are deducted are: standard session (\$43); Incursions (\$52); excursions (\$58). All fees include breakfast; afternoon tea; activities, incursions and excursions. There is an additional \$10 casual booking fee if your child is not booked in before 6pm the business day before. There will be a **casual booking fee of \$10** if your child is not booked into the **excursion day** by the **cut off date of Friday the 9th Dec and Tuesday 3rd January**, due to bus availability, booking tickets, etc.

supervision _____

Our standard ratio of carers to children is 1:12-15. For excursions the ratio is 1:8.

nutrition _____

A nutritious snack is provided for afternoon tea - please let us know if your child has any special dietary requirements. We encourage families to pack healthy, nutritious morning tea and lunches for their children. **Educators are unable to prepare or heat lunches (such as noodles and pasta) for children.**

what to bring _____

Children should bring a **wide-brimmed or legionnaire's sunhat** (we have a **strict NO HAT - NO OUTDOOR PLAY** policy), their morning tea, lunch, and water bottle. Please ensure that all belongings are labelled clearly. We discourage children from bringing other personal items and we cannot take responsibility for them. All electronic devices are not allowed.

APPENDIX 4 – Risk Management Plan – Excursion (Policy 3.5)

TEMPLATE

Risk Management Plan - Excursions

Vacation Care – ... Holidays – Year

Destination:

Date:

Start Time:

Finish Time:

Number of Students:

Educators:|

Coordinator:

Inclusion Support Person:

Educator/Child Ratio: 1:8

Rules for Excursion:

- All OSHC rules should be followed at all times

Inclusion Support:

1

Prior to Excursion	Required/ Not Required	Person Responsible	Completed	Comments
Visit to Excursion Site				
Risk Assessment Completed				
Authorised by Management				
Permission Slips Distributed				
Equipment Check				

On Excursion Day	Required/ Not Required	Person Responsible	Completed	Comments
Payment Method (cheque)			-	
Permission Slips Returned				
Code of Conducts Explained to Educators and Children				
Emergency Procedures Explained to Educators and Children				
Headcounts/Roll Call				Throughout Day
'What to Bring' Checklist				
Ensure all children have gone to the toilet before leaving				
Redirect Phone				

2

What to Bring	Required/ Not Required	Person Responsible	Completed	Comments
Payment (cheque)			-	To be placed in 'Excursions' folder
Roll				To be placed in 'Excursions' folder
'Excursions' Folder				
Asthma & Anaphylaxis Action Plans				To be placed in 'Excursions' folder
Emergency Contacts Folder				
Medical Information				To be placed in 'Excursions' folder
First Aid Kit				
Medication				
Insect Repellent				
Sunscreen				
Mobile Phones				
Walkie Talkies				
Accident/Incident Forms				To be placed in 'Excursions' folder
Camera				

3

Details of Transport Company				To be placed in 'Excursions' folder
Details of Venue				To be placed in 'Excursions' folder
Transport <ul style="list-style-type: none"> • Notice of service details for display on bus • Seat belt check • Vehicle registration and notice of road worthiness • Drivers license and authorisation 				
Drink Bottles				Water bottles may be stored and transported in school bags
Hats				Hats may be stored and transported in school bags
Shoes				
Emergency Excursion Kit <ul style="list-style-type: none"> • Spare Clothes • Towel • Vomit bags 				
Wrist Bands/High Visibility Vests (worn by children) with details of service				
Lunch boxes				Lunch boxes may be

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				stored and transported in school bags
School bags				
Food				
- Water				
- Sandwiches				
- Fruit				
- Vegetables				
- Crackers				
Pool noodles				
Gazebo				
Mats				
Mobile Phone				

Risk Assessment					
Activity/Date	Potential Risk/Hazard	Likelihood 1-5	Consequence 1-5	Risk Level Low/Medium/High/Extreme	Control Strategies
	Car Sick				Children who are likely to become ill need to sit at the front of the bus. If a child is sick, clean the child up, give them a drink of water and monitor. Emergency excursion kit should be available.
	Accident (bathroom – wet/soiled pants)				Ensure all children are allowed to go to the toilet when they ask. Children should be supervised by educator when going to the toilet.

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					Children should have a toilet buddy (child) when going to the toilet.
	Bus Accident				Ensure seatbelts are fastened before departure, regularly check throughout trip.
	Car Park				An educator is to leave the bus before children, ensuring all children stay in a group and follow staff instruction.
	Isolation				Ensure children stay in designated group. Regular head counts are to be made.
	Medical Conditions/Food Allergies/Bites and Stings/Asthma				Ensure medication, medical information and first aid kit is available. If serious, parents/ambulance should be contacted.
	Noise				Ensure children keep noise to a minimum.
	Toilet (threat inside toilet area)				Children should be supervised by educator when going to the toilet. Children should have a toilet buddy (child) when going to the toilet. If there is concern, educators should check on the children.
	Choking				Provide appropriate first aid.
	Sun Exposure				Before leaving the service, ensure all children are wearing sunscreen and a hat. Continue to apply sunscreen throughout the day. Water should be available. If a child becomes ill, sit them down in a

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					shady area and give them water.
	Rough Terrain/Other Environmental Factors				First aid kit should be available. Apply appropriate first aid.
	Wildlife- spiders/snakes/ants				First aid kit should be available. Apply appropriate first aid. If serious, contact parents/ambulance.
	Drowning				Children are actively supervised by Educators at all times. At least one Educator supervising will hold their Bronze Medallion Life Saving Accreditation. Pool noodles will be taken as a rescue device if needed. Only intermediate swimmers will be permitted to swim. Parental permission is needed for swimming. First aid kit should be available. Apply appropriate first aid. If serious, contact parents/ambulance.
Likelihood	Consequence				
	1 – Insignificant (no treatment required)	2 – Minor (requires First Aid treatment)	3 – Moderate (requires medical treatment)	4 – Major (requires specialist medical treatment or hospitalisation)	5 – Critical (Loss of life, permanent disability or multiple serious injuries)
5 – Almost Certain	Medium	Medium	High	Extreme	Extreme
4 – Likely	Low	Medium	High	High	Extreme
3 – Possible	Low	Medium	High	High	High

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2 – Unlikely	Low	Low	Medium	Medium	High
1 – Rare	Low	Low	Low	Low	Medium

I acknowledge that I have read and understood the above risk management plan, and will adhere to it at all times.

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APPENDIX 5 – Excursion Evaluation – Policy 3.5

EXCURSION EVALUATION (17/12/19)

Excursion Trip and Date.....

	EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY
Transport safety.				
Transport suitability.				
Provision of sheltered areas (hot & wet weather).				
Provision of storage areas on transport and at venue (e.g. bags, Equipment).				
Provision of equipment at Venue (play).				
Safety equipment/ location (consider first aid & phone facilities).				
Suitability of environment (lighting, noise, crowds, set up).				
Provision of toilet facilities.				
Food/drink facilities suitable (BBQ, kiosk, drink taps).				
Facilities for people with Disabilities.				
Management & staff of venue.				
Supervision by our staff				
Venue staff and our staff interactions with children.				
Children's level of Interest/enjoyment.				
Suitability to a range of Abilities.				
Cultural/linguistic Relevance.				
Circle age group most Interested in excursion	5-6	7-8	9-10	11-12

Identify and explain the Learning Outcomes met by the children attending this excursion.

Would you make any changes to the excursion?

Would you recommend this excursion in the future? Yes No

Staff name..... Sign..... Date.....

APPENDIX 6 – Indoor & Outdoor Safety Checklist (Policy 4.1)

SAFETY CHECKLIST INDOOR/OUTDOOR AREAS BSC/ASC WEEK OF: / /2019 (17/12/19)

Safety Checklist: Indoor Areas	Mon		Tue		Wed		Thu		Fri		Comment
	B	A	B	A	B	A	B	A	B	A	
BSC/ASC:											
EDUCATOR NAME:											
Lights/windows/aircon											
Approved supervisor label											
Safety plugs in unused power points (including office, kitchen, storeroom)											
Bin liners secured and bins have lids											
Chemical/hazardous substances inaccessible											
Hazardous items inaccessible to children:											
> knives											
> plastic bags/wraps											
Fire extinguisher in correct place											
Emergency exits clear											
Emergency evacuation/lockdown plans displayed											
Emergency phone numbers displayed											
1 st aid kit in correct area											
Chairs not stacked more than 3 high, with nothing on them											
Rugs lying flat											
Lights are working											
Light covers in place											
No double adapters											
Floor area free from clutter											
Check inside walls of building for hazards											

SAFETY CHECKLIST INDOOR/OUTDOOR AREAS BSC/ASC WEEK OF: / /2019 (17/12/19)

BSC/ASC:	B	A	B	A	B	A	B	A	B	A	
EDUCATOR NAME:											
<u>TOILETS</u>											
Ramp and/or stairs clear											
Check paper towel and hand soap supplies											
Hand railings safe and secure											
Toilet floors clean and dry											
Sinks clean and taps working properly											
<u>BAG AREA</u>											
Cement area clear of rubbish and/or hazards											
Bag racks secure											
Pathways clear											
<u>OUTDOOR PLAY AREA</u>											
Pathways clear											
Grass is a suitable length											
<u>PLAYGROUND AREA</u>											
Playground equipment clear of rubbish and/or hazards											
Soft fall clear of visible hazards Check soft fall depth and looseness (recommended 30cm depth) Rake Soft fall under equipment if needed											
<u>BASKETBALL COURTS</u>											
Pathway is clear											
Court area clear of rubbish and/or hazards											
Check post protectors are upright											
<u>OVAL AREA</u>											
Grassed oval area clear from rubbish and/or hazards											
Fences secure and in good repair											
Pathways clear											
Graffiti or vandalism											
Check outside of building for hazards											

APPENDIX 7 – Incident Report - Policy 4.5



Incident Report (17/12/19)

Childs name: DOB: Time: Date:

Details of incident:

.....
.....
.....
.....

Action by educators:

.....
.....
.....
.....

Medical advice sought: YES/ NO Details:

Medication administered or first aid provided (if applicable):

.....

Names of Educator witnesses.....

Report completed by: Name:Signature:

Time of completion:Date of completion:

Name and signature of co-ordinator:

Name of Parent/Guardian notified.....
phone/email/ in person Time: Date:

Parent signature: **date:**

APPENDIX 8 – Injury & Illness Report Policy 4.5

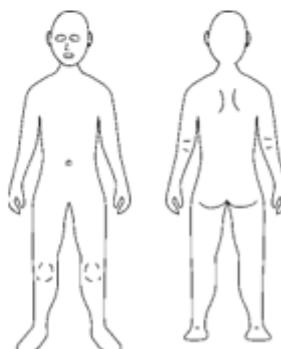


Injury & Illness Report (17/12/19)

Child's name: DOB: Time: Date:

Details of injury or illness: indicate injured area on diagram

.....
.....
.....
.....
.....



Medical advice sought: YES/ NO Details:

Treatment, Medication administered or first aid provided:

.....
.....
.....
.....

Names of Educator witnesses:

Report completed by: Name:Signature:

Time of completion:Date of completion:

Name and signature of co-ordinator:

Name of Parent/Guardian notified:
phone/email/in person Time: Date:

Parent signature: **date:**

Notification of Serious Incident Report (SI01) required? yes/no date sent:

If YES, name of first aid qualified educator:

If YES, educator: child ratios at time of accident:

APPENDIX 9 – Medication Permission/Administering Form Policy 4.6



medication permission/administering form(17/12/19)

(A separate form must be completed for each type of medication)

Child's Name: _____ Date: _____

No medication will be dispensed by a Mayfield OSHC staff member to an enrolled child without this prior consent except in a medical or dental emergency in which case Mayfield OSHC staff may act on the oral instructions of the child's GP, dentist, emergency services personnel (eg. Ambulance) or health care source listed on the child's emergency list.

Prescription medication: Must be in original container. The pharmacy label is acceptable as written instruction from the child's health care source or dentist and must include the child's name, prescription number and doctor's name.

Non-prescription: For non-prescription medications such as acetaminophen, cough medication syrup, vitamins, etc. this form must be completed and signed by the child's parent or guardian. The medication must be labeled by the pharmacy with the child's name and the dosage required.

Medication: _____

Condition prescribed for: _____

Possible side effects: _____

Instructions for storage and usage: _____

Time and date this medication was last administered by you: _____

Dosage required to be administered: _____

Method of Administration: (circle applicable method) oral, eye, ear, inhaled, applied, other _____

Time: _____ Frequency: _____ Start Date: _____ End Date: _____

Child's health care source has prescribed or recommended the medication named above and I request that the dosage(s) falling within Mayfield OSHC program hours be administered by Mayfield OSHC staff.

Signature of Parent or Guardian: _____ Date: _____
(necessary for both prescription and non-prescription medication)

Self Administration (if applicable) I authorise for my child to self-administer the above medication and I understand the risks involved.

Signature of Parent or Guardian: _____ Date: _____

Mayfield OSHC Staff: Fill in date, time, dosage and signatures whenever dispensing medication.

Date	Time	Dosage amount & how administered	Administered/Observed (if self-administered) by: Full Name and Signature	Checked and witnessed by: Full Name and Signature	Parents Notified Signature

APPENDIX 10 – Cleaning Checklist Monthly Policy 5.5

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff:	Initial				
MONDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Oven and stovetop – clean inside and outside of oven with gumption or gold label disinfectant					
Microwave – clean inside and outside of microwave – wash plate in soapy water and wipe out the microwave					
Craft shelves – Tidy and sort trays, wipe down shelves and throw out old craft					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Cloths – Wash and Dry cloths. Fold cloths with fold facing front of basket.					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Groceries – Unpack groceries and put away in correct spot. Put date on deli items. Rotate groceries putting the oldest groceries at the front.					
1st MONDAY OF MONTH					
Room Tables – Scrub tables with gumption and blue cloths					
2ND MONDAY OF MONTH					
Lost property – Throw away any unnamed stuff					
3rd MONDAY OF MONTH					
Fly Screens – Hose fly screens from outside					
4th MONDAY OF MONTH					
Home corner – Tidy and sort. If any soiled or broken equipment dispose of or let someone else know. Disinfect all toys and leave to air dry.					
Toys – Wipe and disinfect all toys					
5th MONDAY OF MONTH (if applicable)					
Ramp Drain – Pull up drain cover on concrete ramp and clean out dirt					
Lower Path beside building (below concrete ramp) – Sweep and pick up leaves, sticks, paper etc and put in bin.					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff:	Initial				
TUESDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Bean bags - Shake and vacuum if needed					
Mats – Shake and vacuum					
TV – dust and wipe					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Blue Cushions Covers -Wash and Dry Covers. When opening the Velcro, hold Velcro and pull gently, as stitching may come apart. Close Velcro together before washing. When putting on cushions, open Velcro carefully and close Velcro together neatly. If cushion inserts look dirty wash what is needed one at a time.					
1st TUESDAY OF MONTH					
Walls and Doors – remove all marks and spots, with gumption.					
Electricity Outlets and Light Switches – dust and wipe with a dry yellow cloth					
Sports Sheds – Tidy up and put equipment in correct place. Throw out any broken equipment. Sweep floor with outdoor broom.					
2nd TUESDAY OF MONTH					
Drawers Kitchen – empty the drawers, wipe out with gold label disinfectant. Clean the outside of the drawers with gumption.					
Rangehood – Wipe inside and outside with disinfectant					
3rd TUESDAY OF MONTH					
Elevated kitchen cupboard –empty everything from elevated kitchen cupboards, wipe inside and outside with disinfectant, put everything back into the cupboard neatly.					
4th TUESDAY OF MONTH					
Shelves Kitchen – empty the shelves, wipe out with disinfectant					
TV Corner – Clean and tidy cupboards. Tape up board games.					
5th TUESDAY OF MONTH (if applicable)					
Open drain (along building from concrete ramp to back door) – Sweep and pick up sticks, leaves, paper etc and put in bin.					

**CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)**

Cleaning Staff					
	Initials				
WEDNESDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Office – Use yellow cloths and gold label disinfectant					
Storeroom – use yellow cloths and gold label disinfectant					
Weekly					
Sinks and fittings - clean and polish with gumption, empty out sink plugs	W1	W2	W3	W4	W5
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Green Cushion Covers and Soft Toys – Hang on line and dry.					
Water OSHC Garden – use hose					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
1st WEDNESDAY OF MONTH					
Water cooler – Clean and disinfect					
Skirting Boards – dust, vacuum and wipe down skirting boards around room					
Windows – Dust and wipe with disinfectant					
Empty paper and cardboard bin					
Rubbish bins (including lids) – Clean and disinfect with disinfectant					
2nd WEDNESDAY OF MONTH					
Storeroom – Clean & tidy shelves and ensure things are in the correct place.					
3rd WEDNESDAY OF MONTH					
First aid kit – tidy and restock with supplies from the store room					
Family tables, all Main area shelves and bookshelves – dust and wipe furniture with disinfectant. Throw out broken books.					
4th WEDNESDAY OF MONTH					
Ceiling fans – dust and wipe with disinfectant. Don't forget office, kitchen & storeroom fans.					
Office Desks – dust and wipe with disinfectant					
Office Bookshelves – dust and wipe with disinfectant					
Phone and computers – dust and wipe with disinfectant					
Office Floor – Vacuum and vacuum edges					
Cupboards in TV Room – clear clutter and put items in their correct place. Reorganise if required. Tape up board games if broken. Wipe down shelves and clean outside of cupboard doors with disinfectant or gumption					
5th WEDNESDAY OF MONTH (if applicable)					
Ramp Concrete & Wooden – Sweep both ramps and pick up leaves, sticks, paper etc and put in bin.					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff	Initials				
THURSDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly					
Fridge – Check use by dates and throw out old food.	W1	W2	W3	W4	W5
Sinks and fittings - clean and polish with gumption, empty out sink plugs					
Storeroom Floors – Vacuum and mop floor.					
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Cloths– Wash and Dry cloths. Fold cloths with fold facing front of basket.					
Pantry – Wipe out pantry.					
Dishwasher - Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
1st THURSDAY OF MONTH					
Fridge - Tick next to job once completed <ul style="list-style-type: none"> - remove all food and jars from fridge - throw away any spoiled or expired food - empty fruit container and wash with hot, soapy water - remove all shelves and wash with hot soapy water - wipe out inside of the fridge with gold label disinfectant - let racks air dry then replace into the fridge - wipe down any dirty jars or containers - sweep underneath the fridge - Mop underneath the fridge 					
2nd THURSDAY OF MONTH					
Freezer <ul style="list-style-type: none"> - remove all food from freezer - throw away any spoiled or expired food - empty out baskets and wash with hot, soapy water - wipe down any dirty packets or containers - put food back into the freezer - sweep underneath the freezer - mop underneath the freezer 					
3rd THURSDAY OF MONTH					
Kitchen Cupboards (on Floor) – empty everything from cupboards, dispose of any expired foods, wipe inside and outside with disinfectant, put everything back into the cupboard neatly.					
4th THURSDAY OF MONTH					
Main Area Floor – Mop floor and scrub marks off and get sticky tape and blue tac off floor.					
5th THURSDAY OF MONTH (if applicable)					
Bag Racks – Sweep and pick up rubbish etc around and under bag racks					

CLEANING CHECKLIST FOR MONTH OF _____ 2019
(17/12/19)

Cleaning Staff					
	Initials				
FRIDAY					
Kitchen – Use blue cloths for benches, sinks, shelves, fridge, and freezer, cupboards.					
All rooms and open areas – Use Yellow cloths					
Weekly					
Sinks and fittings - clean and polish with gumption, empty out sink plugs	W1	W2	W3	W4	W5
Toaster – Shake out the toaster and empty crumb drawers. Wipe outside.					
Wash Blankets – Wash and dry blankets					
Dishwasher – Pull out white plug and drain. Remove the silver cylinder filter and the tray filter and rinse off food. Put tray and cylinder filters back together, put in plug and turn on dishwasher.					
Walkie/Talkies – Disinfect the Walkie Talkies					
1st FRIDAY OF MONTH					
Cobwebs – remove both inside and outside building using broom					
2nd FRIDAY OF MONTH					
Chairs – Clean all chairs with disinfectant and wipe down with yellow cloths					
3rd FRIDAY OF MONTH					
Ramps - Sweep the concrete and wooden ramp. Clean out the drain on the concrete ramp.					
Kitchen Floor – Scrub floor with brush and then mop clean					
4th FRIDAY OF MONTH					
Air-conditioners – Wipe vents with disinfectant, clean filters. If message to clean filters is on the air conditioners, delete message.					
Zen Area – Shake mats and Tidy area, vacuum area and wet mop					
5th FRIDAY OF MONTH (if applicable)					
Do any jobs not completed during the month and initial when done					

APPENDIX 11 – Staff Daily Checklist Policy 5.5

STAFF DAILY CHECKLIST (17/12/19)

BEFORE SCHOOL CARE		
health and safety/breakfast	name	sign
hand soap/paper towels		
workplace health and safety checklist		
wipe down water bubbler and spout		
1. wipe surfaces with cleaning solution		
2. wipe surfaces with sanitising solution		
check roll for special dietary needs		
toaster/cereal/fruit		
serve breakfast until 8:15am (last call 8:00am)		
wash dishes and washing up buckets, put in dishwasher		
wipe benches, shelves and toaster with disinfectant		
place used cloths in laundry		
clear benches of clutter, wipe all surfaces, sinks and floor from dust, food spill and mould		

fridge temperature test	temperature	
f freezer temperature test	temperature	
set up craft trolley, and equipment to encourage child initiate experiences		
clipboards, whistles and walkies		
set up outdoor space		
set up washing buckets outside		
update afternoon tea ingredients list		
update UV index		

programmed activity	
outside area supervision	
RAMP/gardening area activity	
prep drop off	

ASC 2:30pm Educator Checklist	
Health and Safety Checklist	
Afternoon tea mats	
Noticeboard update	
Programmed Activity Set up	
Clipboards Set Up	
Set up Outdoor Spaces	
Set Up Craft trolley	
Observations, CMC & Reflections	

STAFF DAILY CHECKLIST

DATE:

STAFF DAILY CHECKLIST (17/12/19)

AFTER SCHOOL CARE		
health and safety/afternoon tea	name	sign
hand soap/paper towels		
workplace health and safety checklist		
1. wipe surfaces with cleaning solution		
2. wipe surfaces with sanitising solution		
check roll for special dietary needs		
afternoon tea food temperature test	temperature	
serve second @ 4:45pm		
seconds food temperature test	temperature	
wash dishes and washing up tubs, put in dishwasher		
wipe benches and shelves		
place used cloths in laundry		
Put pillow cases on pillows		

drain dishwasher, empty food scraps and sanitise		
clear benches of clutter, wipe all surfaces, sinks and floor from dust, food spill and mould		
empty bins and wash out composting bucket (kitchen, room, office)		
set up craft trolley and equipment to encourage child initiate experiences		
clipboards, whistles and walkies		
set up outdoor space		
set up washing buckets outside		

class pick up	
roll	
outside supervision	
sanapit/cover	
RAMP/compost/worm farm	
programmed activity	
extra curricular activities	
sweeping and clean up: 5:30-5:45	

lock up	name	sign
sweep office and storeroom		
sweep room, chairs stacked, toys packed up		
flush toilets and lock both sides		
turn off aircon, vents, lights		
lock windows and doors; alarm		

STAFF DAILY CHECKLIST

DATE:

APPENDIX 12 – Bomb Threat Checklist - Policy 7.2



Phone/bomb threat guide and checklist

Post this checklist near your phone so it is visible and easily accessible.
Remember when dealing with a threat, keep calm & **DO NOT HANG UP THE PHONE** – CALL POLICE on another phone so they can trace the call!

Details of the person who received the call

Name (print): _____

Signature: _____

Telephone number called: _____

Date call received: _____

Time call received: _____

General questions to ask the caller

1. What is it? Is it a bomb?
2. When will it explode or the substance be released?
3. Where did you put it?
4. What does it look like?
5. When did you put it there?
6. How will it explode or the substance be released?
7. Did you put it there?
8. Why did you put it there?
9. What is your name?

Bomb threat questions

1. What type of bomb is it?
2. What is in the bomb?
3. What will make the bomb explode?

Chemical/biological threat questions

1. What kind of substance is in it?
2. How much of the substance is there?
3. When will the substance be released?
4. Is the substance a liquid, powder or gas?

Exact working of the threat:

Gender of the caller:

Male

Female

Accent of the caller:

Australian

Middle Eastern

British

Asian

American

European

Other (specify)

Background noise:

None

TV/Radio

Train

Traffic

Music

Construction

Sirens

Aircraft

Voices

Other (specify)

Estimated duration of call:

Estimated age of the caller:

Did the caller appear familiar with the area?

Yes

No

Other comments:

APPENDIX 13 – Evacuation Evaluation Form - Policy 7.2

Evacuation Drill Evaluation (17/12/19)

Date of drill		Start and finish time	
Staff members		Number of Children	
Person in charge			

Action	Further Action Required	
Staff	Yes/No	
Were all staff informed of the upcoming drill?		
Is the procedure clearly displayed?		
Did all staff understand their particular roles and duties?		
Were there any points of the drill that were unclear?		
Were any OH&S issues noticeable during the drill? (eg. hazards)		
Were children adequately supervised and staff/child ratios maintained?		
Were directions given to children in a clear and precise manner?		
Is there anything that can be improved for the next drill?		
Children		
Were all children informed of the upcoming drill?		
Did the children understand the reason for carrying out the drill?		
Did children follow directions given by staff?		
Did children experience any difficulties?		
Were any children upset by the experience? If so, why?		
Were children given the opportunity to give feedback after the drill? What was this feedback?		

Follow up

APPENDIX 14 – Lockdown Evaluation Form Policy 7.3

Lockdown Drill Evaluation (17/12/19)

Date of drill		Start and finish time	
Staff members		Number of Children	
Person in charge			

Action	Further Action Required	
	Yes/No	
Staff		
Were all staff informed of the upcoming drill?		
Was the procedure clearly displayed?		
Did all staff understand their particular roles and duties?		
Were there any points of the drill that were unclear?		
Were any OH&S issues noticeable during the drill? (eg. hazards)		
Were children adequately supervised and staff/child ratios maintained?		
Were directions given to children in a clear and precise manner?		
Is there anything that can be improved for the next drill?		
Children		
Were all children informed of the upcoming drill?		
Did the children understand the reason for carrying out the drill?		
Did children follow directions given by staff?		
Did children experience any difficulties?		
Were any children upset by the experience? If so, why?		
Were children given the opportunity to give feedback after the drill? What was the feedback from the children?		

Follow up

APPENDIX 15 – Services Code of Conduct - Policy 8.9

**MAYFIELD STATE SCHOOL OSHC
EMPLOYEE/VOLUNTEER CODE OF CONDUCT**

The code of ethics provides a basis for critical reflection, a guide for professional behaviour and general assistance with the resolution of ethical dilemmas.

All educators, volunteers and ancillary staff members agree to:

- Abide by any relevant legislative and National Quality Standard requirements as well as understand and actively implement the policies, procedures and rules of the service;
- Value the different perspectives of educators, supporting and working collaboratively to maintain the philosophy and goals of the service;
- Contribute to creating a positive atmosphere of trust and openness through modelling respectful and courteous language and behaviour;
- Maintaining a safe environment for all including active supervision of children, compliance with Workplace Health and Safety requirements and ensuring all necessary documentation is completed;
- Treat children, families, educators, other employees, members of the Management Committee or visitors to the service with courtesy, respect and consideration at all times;
- Only discuss confidential information or issues of the service with appropriate people within the service and not with any person outside the organisation, unless required by law;
- Resolve any conflicts with other employees or members of the Management Committee using the policy and procedures developed within the service;
- Represent the Service in a positive way;
- Act positively on complaints and provide services to the best of their ability;
- Strive to build a harmonious, equitable and non-discriminatory workplace;
- Wear clean, neat clothes, professionally appropriate to the type of work to be undertaken and not offensive to the children, families, other employees, Committee members or visitors of the service.

****Note****

It is unacceptable for any employee/volunteer to use any form of harassment, physical, verbal or emotional punishment when carrying out their duties with children, families, other employees or other visitors to the Service.

I, have read and understood the material contained within the Employee/Volunteer Code of Conduct.

Employee/Volunteer signature: _____

Date:

APPENDIX 16 – Complaints Record Form Policy 9.5

COMPLAINTS RECORD

Name of complainant:

Date complaint made:	Time:
<input type="checkbox"/> Summary of complaint	
<div style="text-align: right;"><input type="checkbox"/> Verbal complaint <input type="checkbox"/> Written complaint</div>	
Summary of discussion:	
Name of second person present (if applicable):	
Summary of resolution:	
Further action required by management? <input type="checkbox"/> YES <input type="checkbox"/> NO	
OSH Co-ordinator/employee name:	
Signatures of those present: Date:	
Date management made aware of complaint:	

2013

APPENDIX 17 – Hazard/Maintenance Register 6.3

Mayfield State School OSHC

HAZARD/ MAINTANENCE REGISTER

DATE	ISSUE	ACTION REQUIRED	DATE OF RESOLUTION	CO-ORD SIGNATURE

APPENDIX 18 COVID Flowchart

